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A Monthly Magazine of Educational Topics and School Methods



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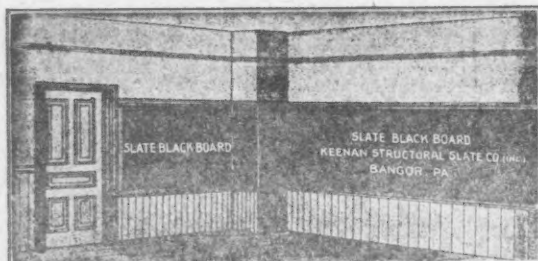
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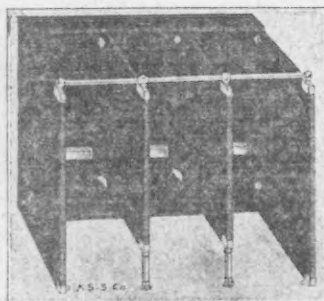
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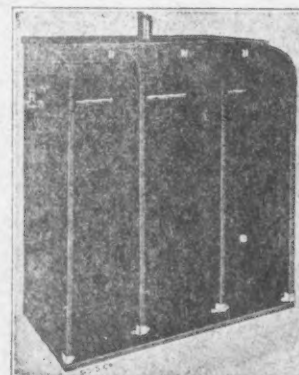
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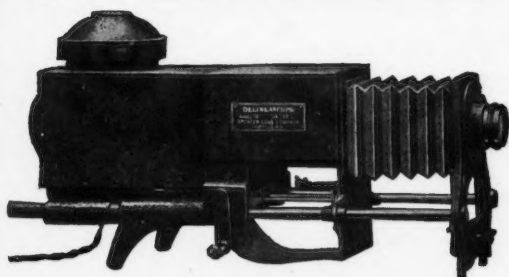
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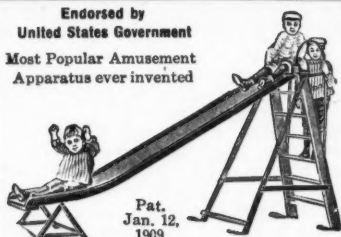
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A MONTHLY MAGAZINE

OF EDUCATIONAL TOPICS AND

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VOL: SIXTEEN; Number Ten

MILWAUKEE, MARCH, 1917

Price, \$1.50 Per Year

THE WAYS OF PENANCE. Lent means penitence and penance. It means mortification and sorrow for sin. It also means more devotion to prayer and holy reading and more earnestness in the practice of meditation and in attendance at Holy Mass. All these things Lent means, but not as ends in themselves. They are all designed to bring us closer to God, to keep us in His ways, to bring nearer to its happy consummation the union with the Infinite Being which is the one supreme object of our life.

These truths cannot be thus abstractly stated to our children. But they can be imparted, none the less. The main thing is that the teacher be intimately, vitally convinced of their existence and their application to every duty of the day and to every day in life. And once that conviction is the teacher's possession, it will bid fair to be made a part of the child's unformulated but very real rule of life.

Our children will pass Lent profitably if they come little by little to grow in the love of God. For it must not be forgotten that the Catholic conception of penance and mortification is founded on that great, all-consuming love which urges the devout soul to burn away all that may be a hindrance to closer union with God and which even points the way to an imitation of Our Savior's sufferings through great love of Him.

This is a commonplace of Catholic teaching, but in practice it may easily be ignored. Besides, commonplaces to you and me are not necessarily so to the little ones who are prone, by reason of their immaturity and inexperience, to think of mortification as something to be practiced for its own sake or for the novelty attaching to it.

It is the novelty error that leads some of them—and often the most devout—to undertake forms of penance that are eccentric, spectacular or even injurious to the health. The prudent teacher—and prudence is thoroughly compatible with zeal—will insist that often the greatest practical mortification may be secured in connection with little things and with things connected with daily duties. Is Henry in the habit of being tardy? Let a part of his Lenten penance take the form of being more regular in his attendance at school. Is Gertrude prone to untidiness? Let her "spruce up" as a mild but effective form of Lenten offering. Is Thomas slipshod and unmethodical in the preparation of his lessons? The best kind of mortification for him is rigid application to his tasks.

And, ever and always, the children must be led to bear in mind that the ultimate end of it all is to become nearer and dearer unto God.

A NOTABLE DOCUMENT. In the latest number of those impressive yellow-backed reports of the annual meeting of the Catholic Educational Association is a spirited and inspiring paper on the study plan by Brother John Garvin of the Brothers of Mary. It is so very good that we cannot help recommending it as a model for many future papers. It has learning and humor and sound philosophy and practical good sense and the spirit of enlightened zeal. Above all, it is the work of a practical teacher, intended for practical teachers. There is in it no vague and airy generalities, no parade of mystifying technical terms, no appeals to the findings of biologists and entomologists. A thoroughly human document, that paper shows what a real teacher, fresh from his classroom, can accomplish when he really tries.

MENTAL FINESSE. La Rochefoucauld maintained that politeness of the mind consists in the possession of

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

be straight, vigorous, contagious; but it should likewise be characterized by grace, proportion and delicacy. Such thinking will affect his manner of expression and even the lines of his face. It will also to a large extent fashion and dictate his taste in reading, and make him turn with renewed delight to the long list of poets, novelists, dramatists and essayists who were at once great and delicate and whose works at their best constitute the real aristocracy of letters.

THAT "AFFIRMATIVE" EDUCATION. Our Catholic teachers are naturally interested in the experiment to be made in the "modern" school soon to be opened in connection with the Teachers' College of Columbia University. The scheme is fathered by Dr. Abraham Flexner, secretary of the General Education Board, who in part outlines his plan as follows:

"The curriculum will include nothing for which an affirmative case can not now be made out. We shall drop the study of formal grammar, for such evidence as we possess points to the futility of formal grammar as an aid to correct speaking and writing.

"The modern school will not go through the form of teaching children useless historic facts just because previous generations of children have learned and forgotten them. Nor will it teach obsolete and uncongenial classics simply because tradition has made this sort of acquaintance a kind of good form.

"Latin and Greek will be left out—not because their literatures are less wonderful than they are reputed to be, but because their present position in the curriculum rests upon tradition and assumption. Nothing is more wasteful of time, or, in the long run, more damaging to good taste than unwilling or spasmodic attention to what history or tradition stamps as meritorious or respectable in literature; nothing more futile than the make-believe by which children are forced to worship as 'classics' or 'standards' what in their hearts they revolt from because it is ill-chosen or ill-adjusted.

"A realistic treatment of literature will take hold of the child's normal interests in romance, adventure, fact, or what not, and endeavor to develop them into effective habits of reading. Methods will not be calculated to 'train the mind' or to make make-believe literary scholars.

"Mathematics will be taught in such form, in such amounts, and at such times as other subjects require. Perhaps nowhere else, under present systems, is waste through failure so great as in this subject. When a certain degree of success is attained it is often quite unintelligent; children mechanically carry out certain operations in algebra, guided by arbitrary signs and models; or they learn memoriter a series of geometric propositions. The hollowness of both performances—and most children fail to perform so much—is evident when a mechanical problem takes a slightly unfamiliar turn. The child's helplessness shows a striking lack of mathematical knowledge and 'mental discipline.'

There can be no doubt but that our Catholic schools and our representative educators will regard this radical departure from accepted—if not always acceptable—procedure with suspicion and even with disapprobation. The whole thing savors too much of "reformation" to be consonant with the Catholic spirit and the Catholic tradition.

It seems, as a whole, to be the result of narrow and none too intensive thinking on the part of a man with whom practicality is an obsession. Practicality and exclusive and dwarfing interest in alleged practical problems can never take the place of culture, as Rabbi Stephen S. Wise has sagely remarked, and the experiment would be ludicrous but for the unfortunate fact that a considerable number of children will necessarily be stunted and deformed in the process of experimentation.

On the other hand, we must remember that things are not at all perfect or nearly perfect in current educational methods, and that the claims of the practical, even though overstated, are still indisputable claims. It is well that teachers, both in the parochial and the secondary schools, should now and then ask themselves the query so beloved of our practical friends, "What is the good teaching this subject and teaching it in this traditional way?" Certainly, if we teach solely because "it has always been done," there is something the matter with us. The real teacher respects the past; in fact, he respects it so much that he refuses to take it at its face value. He goes back to the root of things and finds out *why* there are educational traditions. Even the tradition longest entrenched was not always a tradition; there were reasons why it became a tradition; and the teacher who has the best interests of his school at heart will seek and probe until he discovers those reasons. Should he find that they concerned themselves with passing conditions of other times and climes, he is justified in regarding their present worth as, at least, unproven; but, as is more frequently the case, should he find them linked to problems and conditions that concern unchanging human nature and the eternal laws of the mind and its development, he will recognize them as in the deepest and truest sense practical.

A CATHOLIC PLAY. A valuable contribution to the none too lengthy list of Catholic plays for boys is "The Boy Martyr of the Blessed Sacrament" from the facile and fervent pen of Mr. Charles Philipps, published by the Franciscan Fathers at Watsonville, California. This four-act drama, appropriately described in its subtitle as "a drama of the Catacombs," deals with the story of the little Saint Tarcisus in a way at once technically effective and religiously unctious. The experience of the author as editor, poet and dramatist—his "Divine Friend" enjoyed the distinction of being produced by the Catholic actress, Miss Margaret Anglin—is beautifully utilized in this unpretentious and eminently actable little play of early Christian times.

The play is so arranged that portions of it can be presented in pageant form, involving processions and tableaux. The music incidental to such portions of the production has been composed and arranged by the Reverend Florian Zettel, O.F.M., and the brochure in which it is presented contains ample and definite instructions for the aid of stage directors and chorus masters.

If our Catholic schools are to be as Catholic as possible in subjects taught, in textbooks and in general atmosphere, it is fitting that the entertainments given by the pupils should likewise strike a distinctive Catholic note. The presentation of a play like "The Boy Martyr of the Blessed Sacrament" will not only be satisfactory from the viewpoint of technical drama but will in addition possess the subtle and uplifting charm of a work of art which enshrines Catholic doctrine, ideals, history and tradition.

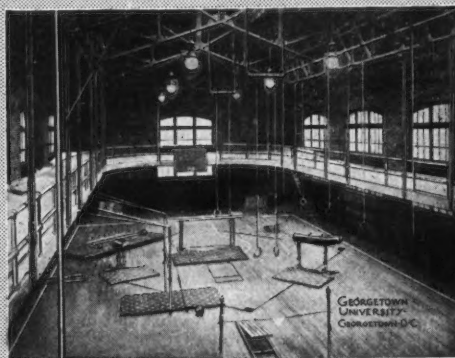
WHAT SCHOOL READERS OUGHT TO BE. Catholic schools demand special traits in the books used in them, and this applies with especial force to reading texts in the grades. What are some of the marks that readers intended for Catholic schools should possess?

They should be mechanically as near perfection as possible. Clear, good sized print, liberal margins and spacing, superior proof-reading, artistic illustrations, durable and pleasing bindings are in as much demand for the use of our children as for the pupils of the public schools. The best mechanically is none to good.

They should be Catholic in tone and spirit. This does not mean that every selection in them should be from a Catholic pen or should deal with a Catholic subject, but that nothing should go into them that is not worth while in the light of Catholic ideals.

They should be literary. Too often selections in Catholic readers have been sadly deficient in literary quality and have been thrust into the books solely on account of their pious tone or their doctrinal accuracy. A Catholic reader is neither a catechism nor a hymnbook.

(Continued on Page 502)



EFFICIENT APPARATUS FOR THE GYMNASIUM



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The Cultivation of the Imagination

By Brother Leo, F. S. C.,

Professor of English in St. Mary's College, Oakland, Cal.



BROTHER LEO, F. S. C.

Groping and somewhat nervous and vaguely ill at ease, you plunge into the darkness and stumble into a seat. Even while settling yourself for your hour's stay, you become absorbed in something that cuts the gloomy prospect into a four-square field of dazzling white light. Then across the whiteness a scene flashes; trees wave and clouds roll above their tops and little children frolic and a band of soldiers march by with waving flags and glancing bayonets. A moment more and that mysterious parallelogram of light becomes a cottage kitchen where an old mother waits for her wandering boy; or a banker's private office, with two burglars cracking the safe; or the deck of the battle-scarred Serapis in the War of 1812; or Carthage in the days of Hannibal; or the Garden of Eden, or the Garden of Allah, Mount Vernon or Mount Moriah. Past, present, future; Europe, Mexico, Cape Town; earth, sea, sky—all of it may come before you now. You are at the movies.

Should you be either indecently curious or decently philosophic—and the distinction is sometimes a difficult matter—the operator will probably let you into his secret. And you will see that it is really very simple, after all. A long, narrow, transparent ribbon is ever feeding into the reproducing machine. That ribbon is a series of tiny photographs, taken in quick succession and then presented on the screen in the same quick succession—thus you have the "moving" impression. And down there in the inky blackness of the auditorium are some five hundred men, women and children who have paid money to see those pictures reproduced. The operator can take them wherever he wishes, he can make them shout or laugh or cry, just by letting such and such a film of tiny photographs trickle between his lenses and his lights. And perhaps many of the delighted spectators little realize that each of them is equipped with a moving-picture machine infinitely more varied and delicate and resourceful, a machine that reproduces colors and tones of voice and dim-remembered music, that creates on the instant scenes so elaborate that before them the most ingenious producer of film plays must confess himself outdone.

A mental moving-picture machine—such is the imagination. Sometimes working in conjunction with the picture gallery of memory, sometimes depending on its own vast resources, it is ever ready for active service and grows more adept and efficient with use. It not only reproduces; it constructs and creates. Its operator, the will, stands—or ought to stand—ever by its side and guides the films into place—the films crudely manufactured in the laboratory of the five senses and by the play of this wonderful machine made into glowing pictures of life and light. And should the operator desert his post or go to dinner, the machine will still keep going, always throwing pictures on the screen of consciousness. Some of them in such cases will be considerably out of focus; but pictures of one sort or another will always appear.

And now, fellow teachers, let us ponder these facts. Let us dwell upon their associations and implications. Let us grasp something of their meaning and their significance. Let us think somewhat upon our duties and our responsibilities and our ideals in connection with the mental moving-picture machine. What does it all mean?

It means, for one thing, that every one of the children who will sit facing us in class tomorrow morning has a fully-equipped and incredibly active cinematograph as a portion of his God-given human heritage. It means that

if we do not utilize that machine in our teaching it will occupy itself with something else. It means that many of the operators are unskilled workmen, or prone to loaf on the job, and that then many of the pictures will be distorted and ugly and that some of the films manufactured by the senses, which should have been destroyed before leaving the laboratory, will be flashed on the screen.

It means that the teacher is a duly authorized board of censorship and a building inspector and, when necessary, a fire department, who must look carefully to the quality of the films and to the manner in which they are produced, who must see to it that the moving-picture machine is in good working order and that the operator heeds his business, who must guard against fire and panic and falling roofs. It means that, since this wonderful machine, the imagination, is at once an indispensable, a valuable and a potentially dangerous device, the teacher must know how it works and how to make the most of its advantages and how to minimize the dangers attaching to its use.

I go to the blackboard and make some rapid markings with a bit of chalk, give a brief verbal explanation, the while engaging in some spontaneous gestures; and that is all I can do! Yes, absolutely all. I have supplied the raw material for the laboratories of hearing and vision. And presently the newly made films are projecting themselves on the consciousness of the children, and each boy in the class is enjoying the home-made movies—he is seeing the tempest stilled on the Sea of Galilee or Sir Launcelot riding up to the palace of the Holy Grail or the United States growing westward or the earth rotating around the sun. And that is how the imagination works.

Each boy sees a picture; but the pictures, in numerous ways, differ each from each. My raw material has turned out better in some of the laboratories than in others. In several instances the pictures are blurred, for the lenses need adjustment; in others they are faint, because something has gone wrong with the lights. Perhaps, even, one or two of the pictures are vastly different from what I wanted them to be either because the operator is not attentive or because my raw material was a little too raw. And so, if I am wise in the ways of the teacher, I shall strive to put my material in such shape that the laboratories of the senses can really make something out of it, and by my comments and suggestions and questions I shall strive to have the operators adjust the lenses and regulate the lights. And I shall likewise do my best to have no irrelevant and distracting objects obtrude themselves between the camera and the screen.

In the laboratories of the senses as well as in the cinema theater of the imagination, there is great danger of fire. That danger is appreciably lessened if I am careful in my choice of the raw material. And here I must discriminate. The human wills of my children—the operators—are largely inexperienced and unskilled; they are easily panic-stricken. It will never do to have them lose control. So I must remember that raw materials thoroughly acceptable in old established laboratories and theaters like my own would be most undesirable in the case of untried laboratories and newly constructed theaters where experience has not fortified the employees.

But to get the very best results, I must pay special attention to the wills, the operators. They must be taught their duty. They must be impressed with the fact that all sorts of films will not do. They must learn how to exercise a rigid selective principle in their choice of films; and in the interests of economy and safety they must manage to keep a sharp eye on the laboratory output, and if they find that the senses are turning out an inferior quality of films, they must step in and rectify matters. And they must learn eventually how to get the right sort of raw material for themselves—from nature and from books and from pictures and from reflection on the ways of God and man—and then keep the laboratories so busy with what is worth while that there will be no time for dealing with what is unworthy. That is what moralists mean when they tell us that the essential aim in the cultivation of the

imagination is to keep it ever subject to the will.

Perhaps, if I do my work of suggestion and direction as it should be done, my operators will come to realize that some of the very best material for the mental movies is furnished by religion. They will find any number of scenario subjects in the stained-glass windows of the parish church, the stations of the cross, the paintings and the statues, the ceremonies of the Mass and the solemn organ tones. They will get many illuminating ideas from Church history and bible history and from the lives of the saints, and from the words and works of our Blessed Savior. A random glance at the Gospel narratives makes it very clear that Our Divine Model most insistently made the crowds that hung upon His words utilize to the full the powers of their imaginations.

In the teaching of every subject in the school curriculum, mental movies come into play. Yes, even in mathematics. A string of abstract formulae on the blackboard yonder will have significance and vitality in proportion as the children learn to accept it as raw material for their cinema theaters and out of it construct imaginary qualities, properties and relations. When the instructor in mathematics is urged to make his teaching practical he is really told to present his matter in such a way that the children may find it acceptable for their mental movies.

Take away the moving pictures of the mind from history, and the subject—which ought to be one of the richest and most suggestive in the curriculum—becomes a dreary stretch of meaningless names and facts and dates. Of what earthly use is it to me to know that Columbus discovered America in 1492 unless, by means of my mental cinematograph, I can see him doing it—be by his side as the Azores sink out of sight in the ocean mists, as days after days pass wearily by in the isolation of the vasty deep, as conspirators grumble and stout hearts quail and faith alone shines and comforts in the commander's heavy heart, as the cry of "land" rings from ship to ship, as the crews tumble joyously into the boats and the cross is lifted on San Salvador?

Without the mental movies, where would science be? The little boy sitting by the fire watching his mother's tea kettle was different from hundreds of other little boys in just one respect—he took the bobbing cover as raw material for his mental movies and threw a steam engine on the screen. Long before the Clermont actually plowed her lumbering way in the waters of the Hudson, Robert Fulton saw her trial trip in his own personal moving-picture theater. And Sir Robert Boyle and Elias Howe and Marconi and Edison and all the rest—including the man, whoever he was, who invented moving pictures—achieved their triumphs first and foremost each in the cinema of his mind. That is how science has been made; how otherwise can it be rightly learned?

And, rightly studied, literature becomes in a very special way the legitimate scenario hunting-ground. "It can help us," writes one who knew, "to leave the age in which we were born, and to pass into other ages, and find ourselves not exiled from their air. It can teach us how to escape from our experience, and to realize the experience of those who are greater than we are. . . . Do you think it is the imagination that enables us to live these countless human lives? Yes; it is the imagination." Once our pupils come, however inadequately, to realize that the actual, mechanical moving pictures to be seen in the five-and-ten-cent theaters are incredibly poor and cheap and tawdry in comparison with the personal moving pictures that an alert mind can evoke on contact with one of the world's great books, they shall have reaped the richest fruits of literary study.

Christian Doctrine—the subject of subjects in the Catholic school—without imagination becomes a thing of vagueness, remoteness, aridity and parrot-drill. The Church, ever wise with the wisdom that is from above, makes a plenteous appeal to the imagination in her sacramental rites and in her pictorial presentation of the eternal truths. May ours be some share of her wisdom.

Next Month: "The Cultivation of the Emotions."

Chicago Concern Moves East.

R. R. Johnson & Company, manufacturers of the well known Johnson Window Shade Adjuster, have removed their factory and office from 7208 Eberhart Avenue, Chicago, to Wauseon, Ohio. In its new location the house will enjoy enlarged manufacturing and assembling facilities which have become necessary by the popularity of the Johnson adjusters. Mr. R. R. Johnson will continue in the active management of the business.

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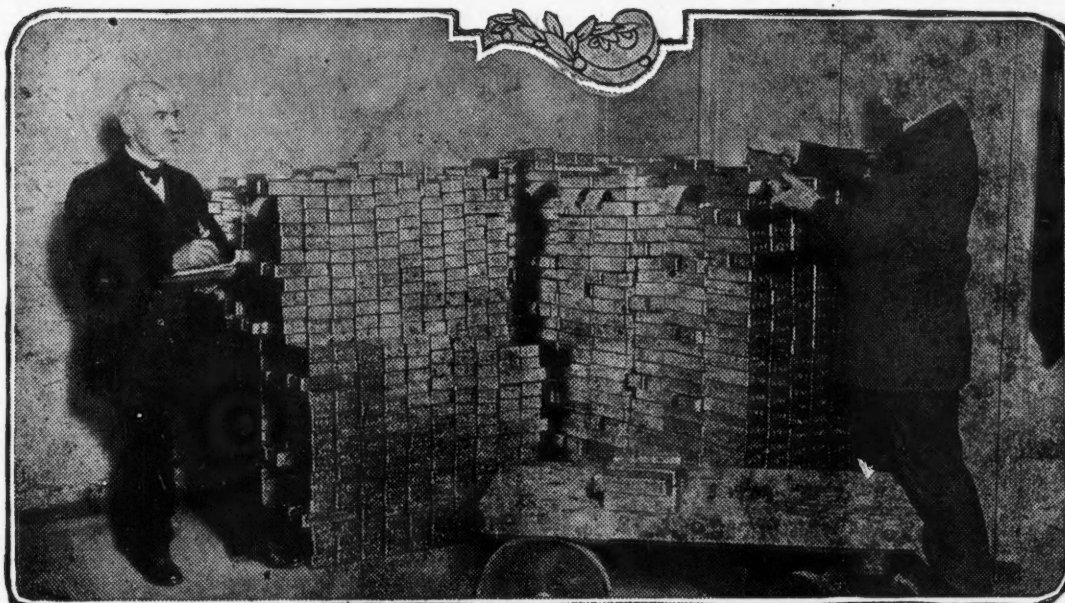
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The financial preparedness of the United States is more complete than ever before. The resources of our banks are \$35,000,000,000. The gold in our vaults is more than any other country has. These are busy days at the Philadelphia mint, where despite the enormous amount of bullion stored there as evidence of this country's prosperity, preparations are being made to take in \$600,000,000 more of gold, which has flooded the country from Europe.

Already more than \$500,000,000 in gold bricks is laid away in the vaults of the mint, representing mainly payments made to American financiers for munitions by nations of the allies, and to make place for later shipments it has been necessary to enlarge considerably the mint's vaults. When the alterations are completed, room will have been made at the mint for the storing of more than \$1,000,000,000 in gold. This picture shows shifting of \$75,000,000 in gold bars. Each bar weighs twenty-eight pounds. None of the bullion will be coined for some time to come, according to the superintendent of the mint, as there is already an abundance of gold coins in the country.

VOCATIONAL EDUCATION BILL PASSED BY NATIONAL CONGRESS.

The vocational education bill, appropriating \$38,400,000 out of the Federal treasury to aid the states in vocational education, recently passed by the House of Representatives is designed to prepare workers for the more common occupations in which the great mass of our people find employment. It will increase the efficiency of the wage earner, whether on the farm or in the industries, by insuring an intelligent direction and the application of energy in production, the assumption being that the employer will "pay more for brawn when derived by brain."

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The initial appropriation from the Federal treasury for the year 1917-1918 will be \$1,700,000, increasing by annual increments until 1925, when the appropriation aggregates \$38,000,000.

In order to secure this amount, which is apportioned among the states according to their population, each state must match the amount contributed by the Federal government. Should this be done, by 1925 there will be a total annual expenditure of \$76,000,000 in order to "increase the efficiency" of the working people.

CATHOLIC EDUCATIONAL ASS'N MEETING.

The fourteenth annual meeting of the Catholic Educational Association will be held in Buffalo, N. Y., on June 25 to June 28, 1917. The late Bishop Colton had extended an invitation to the Educational Association to hold the annual meeting of the year 1916 in Buffalo, but his death supervened before any arrangements were started.

Bishop Dougherty has cordially invited the Association to meet in Buffalo in 1917, and he has assured the President General of the Association, Bishop Shahan, that he would do everything in his power to welcome the members and to make the meeting a success.

The officers of the departments

have the preparations for their respective programs well under way, and there is every indication that the fourteenth annual meeting will be well up to the high standard of previous meetings.

The Executive Board will meet on the Tuesday after Easter at the Catholic University of America, Washington, D. C.

NUNS PASS PHARMACY EXAMINATION.

Three Sisters in the Cincinnati, Ohio, community were granted certificates in pharmacy at the recent examination in Columbus, Ohio.

Just say: "I Saw It In C. S. Journal."

The Historical Charts OF THE Literatures

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When used in review at the end of the year, they dissipate the Historical Fog which will have inevitably accumulated. Incidentally, the Charts put a new interest into the final review — a thing altogether difficult and desirable.

A postal brings Circular giving graduated discounts on quantities, with a miniature, photographic reproduction of the English Chart.

NELSON LEWIS GREENE, Princeton, New Jersey

GERTRUDE, THE SWEET GIRL GRADUATE.

By Edward Francis Mohler, A. B., M. A., Litt B

Tonitown, one of the larger, more aggressive, more pretentious cities of Illitucko, which by the way, may be any one of our flourishing, youthful, middle Western states, makes pretensions in education. The beginning and the middle and the end of the march toward scholarship have been graphed and charted for childhood, youth and maturity. Numerous grade schools, public and parochial, adorn the quarters of the city. For those who go higher there are four public schools on which the community has poured its money exultingly in an endless stream. The Catholics have in a large measure, supported their five schools. In these, though money may be short, the art of teaching is long and results are not fleeting. For those who are not content with a mere "Excelsior" on their educational banner, there are three normal schools, two the property of the state and another under private auspices; two universities, one Catholic, the other municipal. In this last and highest step we encounter Gertrude, the sweet girl graduate of last June.

Gertrude is not an exceptional girl in mental endowments, physical charm, or graciousness of manner, though her religious sensibilities and the actions and stream of conduct flowing therefrom are exceptional. But a few months ago she graduated from a convent in Tontitown, not at the head of her class, but with an honorable mention or two. The convent which she had attended for several years, is affiliated with the great Catholic University at the Nation's capital; it inculcates the social virtues of polish, politeness and pliancy; religion, both theory and practice, is lectured upon and practised in its elementary as well as its advance forms; the home virtues are intertwined with what we may call "neighborhood" virtues, a minor (and more effective) form of civic spirit; Divinity, Community and Personality are capitalized in its catalogue, in its daily program of class-room exercises, and in the lives of its students and black-robed faculty.

Gertrude was for the space of two years a student in this atmosphere; then for a single day and a single night—a scintillating, banquet-choked, scent-ridden, tingling, pinnacle-reaching night—she was a sweet girl graduate. Her test was not far in the future but as yet she was totally unaware of it. Naturally her thoughts turned toward relaxation, for youth, popular belief to the contrary notwithstanding, cannot sustain its effort for any length of time without a rest somewhat prolonged. Gertrude, therefore, went on a vacation. During the first week or two reminiscently she contemplated her short-lived greatness of a day and a night. Hazier grew the impressions of that twenty-four hours of garish, girlish exaltation. For Gertrude began to think on other things. Graduation was evolving into a gradual awakening. Three trains of thought, with their attendant mental discomfort, uncertainty and puzzles came plowing through the snow drifts of her school-accumulated knowledge; and these three disturbers were more education, marriage, celibacy. The second and the third were considered, the first was welcomed, dwelt upon and finally resolved upon. And here came the test to which I referred.

Was Gertrude, the sweet girl graduate, the product of the oft-abused convent school, to rest content with the social triumph of that title and add nothing more to the history of her personal accomplishment? Well, with a great deal of trouble she entered the state normal at Tontitown. The restrictions which that institution had placed against convent graduates did not deter her. She was peculiarly placed. The only girl of her graduating class, she was hedged in with the bristling antagonisms conjured in the fertile minds of unsympathetic students from other schools. Would Gertrude run "true to form", as some critics sneeringly hint, and give a beautifully finished demonstration of a bit of fluff. Or would she develop what she had been taught to develop, a steady, though not too steady, backbone? Among Gertrude's friends there were many who watched her with doubts and misgivings plainly written on their faces; and though I knew her well, I, too, was among that number. For some time matters were in doubt, but the watchers did not relax their vigilance. Gertrude finally responded. She first gave signs of great promise when she realized that she was being watched, when she developed doubts as to her ability to handle the situation unaided and ran to authority for assistance.

Now Gertrude, finding that friends had become critics, was not startled with another paradox when it came to pass—the discovery that her friendly professors at the State normal were, deep down underneath, her enemies. She encountered ten thousand things in the disarming flesh which she had never even imagined, but with help she met them. She went on with her professors and let them think they were friends; when they preached schoolroom salvation, she keenly discounted it to salve; she learned to discern his-story in the history professor's lectures; she unearthed the pedantry in pedagogy; afar off she scented the abnormal teaching in the normal teaching; she realized only too well and deeply that mores is not the basis of morality, and other such. Gertrude became a champion of her conventual training but in a conventional manner. When argument was needed, she argued quietly and sometimes with hesitancy, thus complimenting the professor on the effect of his well wrought lecture and on the crowning effect of his overpowering personality.

Today Gertrude is a teacher in the public schools. She retains the simplicity with which God blessed her at conception; her experiences have given her not a whit of sophistication but merely an understanding that not all men and women are what they seem. She has applied the test to them. Better still she had applied the test to herself and found that not all sweet girl graduates are sweet girl graduates and nothing more; best of all, she has applied the test to convent training and found that those who deride it, discount it, or seek to detract from its general good effect, are not right. She is so impressed with the value of this last test that her daughters will know no school from their earliest years but the convent school.

The family name of her whom I have dubbed Gertrude might in all truth be Numberless.

Just Say "I saw it in the CATHOLIC SCHOOL JOURNAL."



SOME FAMOUS SONGS OF OTHER DAYS.

ANNIE ROONEY.

Twenty years ago "Little Annie Rooney" was sun in every theater, entered on every dance program, and played at all the summer-time concerts. The author was Michael Nolan.

A winning way, a pleasant smile,
Dress'd so neat, but quite in style,
Merry chaff your time to wile,
Has little Annie Rooney.
Every evening, rain or shine,
I make a call 'twixt eight or nine
On her who shortly will be mine,
Little Annie Rooney.

Chorus

She's my sweetheart! I'm her beau!
She's my Annie! I'm her Joe!
Soon we'll marry, never to part,
Little Annie Rooney is my sweetheart.

The parlor's small, but neat and clean,
And set with taste so seldom seen,
And you can bet the household queen
Is little Annie Rooney.

The fire burns cheerfully and bright,
As a family circle 'round each night
We form, and every one's delight
Is little Annie Rooney.

We've been engaged close on a year,
The happy time is drawing near
I'll wed the one I love so dear,
Little Annie Rooney.

My friends declare I am in jest,
Until the time comes will not rest,
But one who knows it's value best
Is little Annie Rooney.

"THE LITERACY TEST."

The third strike is not necessarily an "out" in some games, it has been observed. Three times the literacy test for immigrants was approved by Congress only to succumb to a Presidential veto. But a fourth opportunity is given; Congress overrides the veto, and there is a "home run" instead of a "strike-out." The score stands, and after May 1 illiterate immigrants will be denied access to our less hospitable shores. This bill, the first to be passed over President Wilson's veto, was carried by a vote of 287 to 106 in the House; and 62 to 19 in the Senate. Thus, observes a Washington correspondent of the New York Times, has Congress victoriously "ended a fight for the restriction of immigration by the literacy test which began in 1897, when President Cleveland vetoed the measure. President Taft also vetoed the provision, and President Wilson has done so twice." To be admitted under the new law, says The Times editorially:

"Aliens over sixteen must read in any language or dialect designated by the immigrant 'not less than thirty or more than forty words in ordinary use'; and aliens who on account of race or religious persecution have had no opportunity to get an education are exempt from the test. Any admitted or admissible alien, or citizen of the United States, 'may bring in or send for his father or grandfather over 55 years, his wife, his mother, his grandmother, or his unmarried or widowed daughter, if otherwise admissible, whether such relative can read or not; and such relative shall be permitted to enter.'

"The literacy test apart, the Immigration Bill contains elaborate and detailed provisions of exclusion, most of which are to be commended. 'All idiots, imbeciles, feeble-minded persons, epileptics, insane persons,' and so on, paupers, defectives, criminals, the tuberculous, anarchists, these and other exclusions for physical or moral reasons and the welfare of the State, will, if faithfully administered, be a national protection."

Not the South alone, but "the labor element in the North, the American Federation of Labor, the farmers' organizations, and millions of citizens demand restricted immigration," shouted Congressman Burnett during the debates in the House of Representatives. But the Minneapolis Journal is inclined to the belief that "Mr. Wilson more accurately represents the sentiment of the country" regarding Mr. Burnett's measure than does Congress. If the daily press reflect public opinion, The Journal is apparently correct. In his veto message President Wilson thus briefly stated the chief arguments against the test now adopted:

"The literacy test constitutes a radical change in the policy of the nation which is not justified in principle. It is not a test of character, of quality, or of personal fitness, but would operate in most cases merely as a penalty for lack of opportunity in the country from which the alien seeking admission came.

"The opportunity to gain an education is in many cases one of the chief opportunities sought by the immigrant in coming to the United States, and our experience in the past has not been that the illiterate immigrant is as such an undesirable immigrant. Tests of quality and of purpose can not be objected to on principle, but tests of opportunity may be."

Moreover, added President Wilson, to exempt from the test aliens fleeing from religious persecution "might lead to very delicate and hazardous diplomatic situations," since "the immigration officials would be obliged in effect to pass judgment upon the laws and practices of a foreign Government and declare that they did or did not constitute religious persecutions."

The President was right, declares the New York World, "the illiteracy test is un-American, a dangerous and mischievous innovation." According to the World.

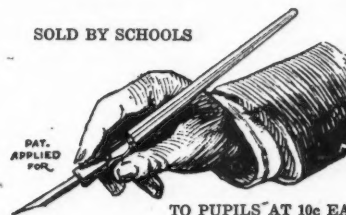
"The success attending legislation of this kind in Congress must be attributed to the influence, altogether out of proportion to its numbers, which organized labor exerts over that body. Unionism's aim is not so much the advancement of learning as the creation of a labor scarcity, and it makes illiteracy a fatal defect, because that is likely to be the most far-reaching. Considering the part that unlettered immigrants and the children of unlettered immigrants have taken in the development of the United States, it is amazing that for a quarter of a century nothing has stood in the way of these bigoted and selfish designs of a comparatively small class but the true Americanism of three Presidents."

Sisters

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DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
445 Milwaukee St. MILWAUKEE, WIS.

MARCH, 1917

16th. Year; Finis.

With this issue, The Journal completes its sixteenth year of journalistic existence. Were the original founder of the publication, (Thomas A. Desmond) alive today, he would rejoice in knowing that the status of The Journal was never better. Although conditions have changed in the publishing line, since the European war, nevertheless, it is with justifiable pride that we announce our subscription lists are greatly increased and the advertising patronage has more than kept pace. Firmer rates have ruled and prompter collections have been made necessary.

The publishers wish to thank the large number of The Journal's staunch friends, many of whom have done more than co-operated in furthering the interests of the publication. This is a valuable asset to any growing enterprise. Plans taking form, forecast more progressive measures in meeting the wants of our intelligent and discriminating readers.

About Cremation.

In a letter to the clergy of St. Louis, Archbishop Glennon reminds them that "the Church from the beginning has been opposed to cremation, and that the services of the Church and Christian burial are denied to those who direct that their mortal remains be cremated." He admits the possible exceptions for "grave reasons," as in epidemics, war or other cases affecting public health.

An "Instruction League."

In Milwaukee, a "Catholic Instruction League to catechetically instruct children not attending the parochial schools, has been organized.

The Catholic School Journal

Poems of Uplift and Cheer

Through Life.

We slight the gifts that every season bears,
And let them fall unheeded from our grasp,
In our great eagerness to reach and clasp
The promised treasure of the coming years;

Or else we mourn some great good passed away,
And, in the shadow of our grief shut in,
Refuse the lesser good we yet might win,
The offered peace and gladness of to-day.

So through the chambers of our life we pass,
And leave them one by one and never stay,
Not knowing how much pleasantness there was
In each, until the closing of the door
Has sounded through the house and died away,
And in our hearts we sigh, "Forevermore!"

—(The Humbler Poets.

PRAYERS TO ST. JOSEPH.

The Sisters of St. Joseph of the Diocese of Detroit, have the pious custom of offering up all their prayers and good works during the entire month of March for all who seek their aid in this way.

Through the intercession of this Glorious Patron, and this devotion, the sick claim they have been healed, extraordinary vocations have been obtained, unhappy marriages have been blessed, sin has been overcome, and virtue acquired.

Sr. de la Resurrection's Article.

We notice that the excellent article on "Training for Character" from the pen of Sr. de la Resurrection, which appeared in the December issue of "The Catholic School Journal" has been favorably noticed, being reprinted in full in at least one of our leading Educational Journals.

BIBLE IN PUBLIC SCHOOLS.

Introduction of the Bible into the California public schools to be read to the classes without comment by the teachers, is sought in a proposed constitutional amendment presented not long since by Assemblyman H. W. Wright, of Los Angeles. Denominational or religious instruction is forbidden in the schools receiving support of the State.

CARDINAL APPROVES BOY SCOUTS.

His Eminence Cardinal O'Connell has officially approved the Boy Scout movement for Catholic boys throughout the Archdiocese. Scout troops of Catholic boys may be formed, on condition that such troops are made up entirely of Catholic boys, under the direction of a Catholic scoutmaster and chaplain. The Rev. Michael J. Cuddihy is Spiritual Director of Troop 14, Dorchester, the first Catholic band of Boy Scouts in the Diocese. Cardinal Farley approved the organization in his diocese about three years ago. A special Catholic Bureau in New York promotes the extension of Scout work among Catholic boys; and Archbishop Harty of Omaha has also given his approval to the work.



AMERICAN MILLIONS TO HELP THE NEEDY

In New York City, recently, an organization of which many of the most prominent people in the country are members, was formed to help care for French orphans, such as the girl in this photograph. It is known as The American Society for the Relief of French War Orphans, and proposes to carry on one of the most gigantic philanthropic enterprises in history. During a 15-year period \$130,000,000 is to be raised and expended in the work. The society's offices are at 44 Wall Street. It will have 34 directors, all men of national prominence.

REV. DR. GUILDAY HONORED.

The executive council of the American Historical Association, at its annual meeting held in Cincinnati recently appointed the Rev. Dr. Peter Guilday, of the Catholic University of America, Washington, D. C., and a priest of the archdiocese of Philadelphia, one of the eight members of the Public Archives Committee for 1917.

PROPOSE CELTIC MUSEUM

Bishop Shahan, rector of the Catholic University, Washington, has organized a movement to establish a Celtic Museum in Chicago. A committee of nine, headed by Judge John McGoorty, will undertake the carrying out of the project. Bishop Shahan says that Chicago is a particularly desirable spot for such a museum, which, he believes, could be made the most complete repository of Celtic Historical data in the world.

The Worthy Life.

He has achieved success who has lived well, laughed often, and loved much; who has gained the respect of intelligent men and the love of little children; who has filled his niche and accomplished his task, whether by an improved poppy, a perfect poem, or a rescued soul; who has never lacked appreciation of earth's beauty, or failed to express it; who has always looked for the best in others and given the best he had; whose life was an inspiration and whose memory a benediction.—Samuel N. Foss.

CHILD LIFE IN OTHER COUNTRIES

Etta C. Corbett

CHILD LIFE IN HOLLAND

Petrus and Betje live in Holland. The red roofed houses of Holland, the sprawling arms of the many old windmills, and the bright green fields, all checked off and divided by hundreds of tiny canals, make the little country look like a play land for boys and girls. And the Dutch children do have the best times in the world.

Petrus spends much time playing on or about the canals, hiding in the barges and running from one boat to another. More than once he has fallen into the

the load happens to be. A raised deck is used by the family for a living room, and there they eat and cook. At the back of the barge is a small covered apartment where they sleep. They have pots of flowers and cages of birds on deck to give the homelike appearance the Dutch people love. Many thousands of children live on barges in Holland and know no other home.

Sometimes Petrus has a chance to see Rotterdam at night, and then he is happy; for he is always so thrilled, perplexed and delighted by the confusion of lights. There are lights on the crowds of barges, lights on the houses that line the canal, lights under the houses by which they glide, lights on all the street corners, lights on the many bridges, and all these lights are doubled by their reflection in the waters of the canal so that to little Petrus it is a perfect fairyland.

In the winter Petrus has great fun skating on the miles of canals. The first day that the ice is frozen hard enough to skate on is a holiday and the schools are dismissed. Men, women and children all flock to the canals. Brightly lighted pavilions, cafes and theaters line the canals, and there is music and racing. Ice boats fly over the ice swift as a bird on the wing. Sleighs, made in the shape of birds, swans and shells, glide by with flaring torches. Petrus is an accomplished skater and loves to race the other boys.

But there are good times for girls as well as for boys in Holland, and Betje has as many happy times as Petrus. Of course she has to help her mother about the house and is kept very busy when they make cheese. Betje's home is in the country and is a quaint old rambling red brick house with blue window blinds and a green front door. The large living room fronts the canal, and there is a fireplace in it, over which hang her father's many pipes, some of them being quite valuable, having gold decorations. There is much shining brass, pewter and silver on display, and a wonderfully carved old ironing board hangs on the wall. The Dutch are very clean, and not only do they scrub, scour and shine the inside of their houses but the outside, too, and also the bark of any near by trees.

Betje has the most fun at Kermis time, which is a sort of fair held every year. There are penny shows, swings, and free entertainments. Everywhere there are tempting things to buy. Betje likes the delicious cookies and crisp cakes that are baked right before her eyes, and she eats them hot and fresh. She wears her best dress to the Kermis. It has a full red and green skirt, a jacket of red and a cap of white. Petrus, too, wears his best clothes. His big, wide trousers are a rich dark blue, his jacket a brighter blue and his cap brown. Betje and Petrus wear wooden shoes, called sabots. They sometimes tie strings to these big clumsy shoes and play boat with them, and Betje uses her shoes for her doll cradle sometimes, too. Once every few days their shoes have to be scrubbed and dried before the fire or hung in the sunshine to dry.

The children always like to go to market with their father when he takes his cheese to sell. The market place is very gay with all the loaded barges and the many red, green and yellow carts piled high with cheese. The peasants unload the cheese and throw them from one to another, juggling them in a very wonderful manner. The selling begins at ten o'clock. The farmer selling his cheese shakes hands heartily three times whenever he makes a sale, which gives an appearance of jollity to the scene.

When Christmas time comes the feast of St. Nicholas is held, and the children are very much excited. St. Nicholas is supposed to ride over Holland on a white horse, accompanied by a black servant with two bags. One bag is filled with gifts for good boys and girls, and the other bag contains a rod for naughty boys and girls.

(Continued on page 497)



"—A full green and red skirt,
a jacket of red and a white cap.
His wide trousers are dark blue,
his jacket brighter blue, and
his cap is brown."

(Hektograph the picture and give each pupil a copy for filling in the colors.)

water and been scolded by his mother. Sometimes he is allowed to visit his friend who lives on a barge and go with him to Rotterdam, which is the nearest large city. The barges are painted bright red, blue or yellow and trimmed with polished brass. On the front of the barge is loaded peat, timber, cheese, stone or whatever

ARITHMETIC FOR THE GRADES

THIRD YEAR ARITHMETIC

Marie A. Yates

A Class Garden

In the spring the children enjoy making a class garden, real or imaginary, and it is a great help to them in their work on Denominate Numbers. In the country it would be possible to have an actual garden, but we had to be content with a "pretend" one in the school yard.

First, we measured the outside edge for a fence—that gave a chance to bring in our Linear Measure. Then we computed the area of the garden and divided it up into plots for each child, with narrow paths running between them. Here we worked in some problems in Square Measure. Play money was collected, seeds were bought and planted, and at harvest time, which we could have come very quickly, of course, the crops were gathered and sold to the stores. This last part yielded any number of problems in dollars and cents, multiplying, and making change, and because the idea was new the whole scheme "took" very well.

Drills for Speed

When the pupils left my grade they were expected to know their multiplication tables perfectly, with never a slip nor a moment's hesitation. Consequently it behooved me to vary the work so that they would have the most drill with the least monotony. The following are some of the drills that were most popular with the children:

1. I made large cards about 7 by 10 and wrote—one on each side—as many combinations as I could make out of the multiplication tables with an occasional addition, subtraction, or division for variety and to make them use their eyes. Then with these held upside down in my hand I stood where all could see me and turned the back cards over the front ones very rapidly, calling on this child and that one as fast as they could answer. Sometimes a child would volunteer to give the answers to the whole pack without missing. Other times I gave the cards to the children who answered, and the one who had the most at the end was called champion.

2. As a reward for good behavior the class was allowed to play store with the number cards. One child was appointed storekeeper and took his stand at the front of the room. Then in turn the children would ask for a certain number, for instance, 48. Perhaps the storekeeper would hand him the card 4x12 when he had been thinking of 6x8. He had to think quickly to see whether or not that was right, for if he made a mistake he would not be permitted to have his card. Sometimes the storekeeper would purposely give him the wrong card, and the buyer had to keep his eyes open in order not to be cheated.

3. When I was called out of the room for a few minutes this emergency work was ready at short notice for either seat or board work. Five or six figures like this were put on the board. The large (sometimes colored) figure was to be multiplied by all the surrounding ones beginning with 2:

$$\begin{array}{r} 3 \ 7 \ 4 \\ 6 \ 5 \ 8 \\ 2 \ 9 \ 5 \end{array} \qquad \begin{array}{r} 3 \ 7 \ 4 \\ 9 \ 12 \ 5 \\ 6 \ 2 \ 8 \end{array}$$

4. Most popular of all the drills was our multiplication tournament. For a week we gave over a few minutes every day for drill at the board, the tables being written like this with places left for the answers. Then on a certain day the whole class raced to see who could finish all the tables first.

$$\begin{array}{r} 2 \ 4 \\ 3 \ 4 \\ 4 \ 4 \\ 5 \ 4 \end{array}$$

By this means the pupils were divided into two classes, A and B, which were now divided into smaller classes of four pupils each, who were about evenly matched. Every day for a month we held races, toward the end of the time varying the exercises by "shuffling" the tables so that they came in all different

orders. All this time there was an epidemic of home study and parents and brothers and sisters were pressed into listening "while I say my tables." At the end of the month the pupils who had had most first places were matched against each other and the winner was called champion of the class. I'll venture to say that those children know their tables for good and all.

KEEPING STORE AS A MEANS OF TEACHING ARITHMETIC

(The following account in the Nebraska Teacher by Miss Isabel Doran, a grammar grade teacher of North Platte, Nebr., will be suggestive to many other teachers in town and country schools. The plan may be adopted easily to suit conditions in any grammar grade class, and it will serve greatly to enliven the teaching of the fundamentals, and at the same time serve as a diversion to make school life more like real life.)

Grammar grade teachers experience difficulty in presenting arithmetic in a concrete way. The "Model Store" is a device which helps to solve the problem. This device could be used in any grade from the fifth to the eighth inclusive.

We obtained our material thru the Educational Foundation Company in New York. This Company arranged with the many manufacturing companies to send us material.

Our stock consisted of nearly all of the standard articles found in a grocery store, such as talcum powder, Toasted corn flakes, Ingersoll watches, Tahkoma biscuits, and numerous other things. All were dummy packages, tightly sealed and having all the appearances of the real article.

In order to enlarge our stock of goods, the children brought empty packages from home. These packages looked as if they had never been opened.

After the janitor had built the shelves and counter for our store, the children did the rest. They arranged the stock, put up the advertisements, and saw that the store was always tidy.

Before we began business we took an inventory to see how much our stock was worth. Later we took another inventory to see how much our stock had increased in value.

In marking up our stock we had to visit the different grocery stores and ascertain the selling price of goods. We learned which had standard prices and which had not.

The pupils decided that the one who had the highest average in arithmetic should be the first store-keeper; the next highest average, the clerk; and the third highest average, the grocery-boy.

The grocery-boy took an order from a customer, one of the other pupils in the class, and presented it to the clerk at the store. The clerk took the articles from the shelf and arranged them on the counter so all could see them.

While the store-keeper figured up the bill on a regular store-keeper's pad, the pupils at their seats did the same. As soon as the store-keeper made a mistake, he was discharged and the clerk took his place. If the clerk was discharged or promoted, the grocery-boy took his place. The grocery-boy collected the money for the bills when he delivered the goods, and if he made any mistake in making change he was discharged and someone took his place.

In this way every child took part and had a chance to work up to the position of storekeeper. The pupil who first detected a mistake would ask that the one making it be discharged.

Some days we varied our manner of conducting business.

(Continued on page 497)

A TORONTO UNIVERSITY PROFESSOR EN-
DORSES THE LEWIS STORY METHOD
OF TEACHING READING

Professor Coombs, member of the Faculty of Education of the University of Toronto, in the February number of "The School," Canada's leading educational journal, writing of the Lewis Story Method of Teaching Reading and Spelling, says:

"This method, as outlined in the Manual, is a combination of the best of many methods. The stories, games, songs and seat work are of such a fascinating character that they arouse the child's interest, attract and hold his attention and direct his thoughts along desired lines. The success of the method depends on the use of the introductory work, the use of the cards, charts and seat work, and the use of the element of play (including story and song), which is of great educative value. The details and sequences of the phonic work have been so perfectly systematized, and the work follows well-established principles so correctly, that a pupil can read independently in a very short period of time. Phonics are gradually introduced by means of beautiful stories which

appeal to the child nature. The fairies and dwarfs take the child into Fairyland. The stories are selected from the classics of childhood, and those in the Story Primer so appeal to the child mind that he cannot help reading expressively. They sparkle with life and action. The systematic use of words of similar construction, the opportunities for word-building and blending; the use of fairy stories, and the opportunities for dramatization all tend to give the child power to read, and thus open up to him the story world. The cards, pictures and games effectively help to bring the child into the atmosphere of the story. The inexperienced primary teacher will find guidance, while the experienced teacher will receive help and inspiration."

I am glad a task to me is given
To labor day by day:
For it brings me health, and strength, and hope
For I cheerfully learn to say,
"Head, you may think; heart, you may feel,
But, hand, you should work always."
—L. M. Alcott.

BUILDING BIRD HOUSES

Royal B. Farnum

In general there are three types of bird buildings: the nest shelter, the food shelter and the nest house. The nest shelter is open on one or more sides and merely affords protection from the prevailing wind and rain. The food shelter is a roofed structure, open on the sides, with floor space for crumbs, seeds and other food. The nest house is the small building in which the birds rear their young. This house may be constructed with floors and partitions to accommodate a number of families, or it may be smaller for a single family. The following requirements are essential:

1. Ventilation thru holes near the top and above the entrance opening.
2. Ready access for cleaning—thru the side, bottom or top. The working drawing shows how the bottom may be hinged to swing down, thus allowing a thorough cleaning of the interior to be made.
3. Proper protection from rain. The front should face away from the prevailing winds.
4. Entrance openings nearer the roof than the floor, otherwise the bird would have difficulty in constructing the nest.

Wood is the best material for houses. Earthenware and metal are apt to become overheated unless well protected from the rays of the sun. Some boys have successfully used concrete.

In wooden houses nails and screws should be set deeply and covered with putty.

Coats of paint add to the appearance and durability of houses. If in trees, green, brown or gray houses will tone in with the foliage. Experiments have been made with dull-colored and bright-colored houses, and it was found in these tests that the color made no difference to the birds. If this fact is generally true, excellent opportunity is offered for decorative effects in bright colors, such as red roofs, white sides, orange stripes, etc.

Entrance openings vary with the size of the birds. Usually they are made too large. The following sizes have been found successful and are taken from Farmers' Bulletin 609, United States Department of Agriculture, on "Bird Houses and How to Build Them":

Housefinch, crested fly catcher, red-headed woodpecker—2 inches.

Bluebird, tree swallow, hairy woodpecker—1½ inches.

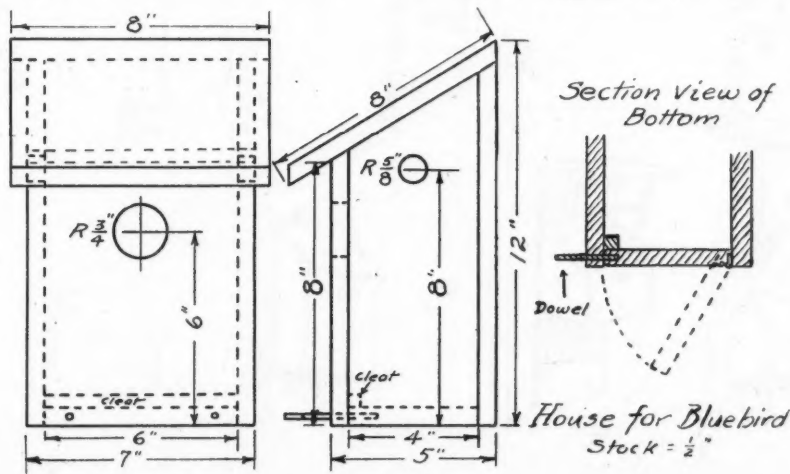
Tufted titmouse, white-breasted nuthatch, downy woodpecker—1¼ inches.

Chickadee, Carolina wren—1½ inches.

House wren—¾ of an inch.

Robin, barn swallow, Phoebe—one or more sides open.

Wood for constructing houses should not be too thin. One-fourth inch stock is apt to warp; therefore wood three-eighths of an inch or even thicker should be used.



When the houses have pointed roofs, a strip of thin brass, copper or painted tin should be nailed on the top, covering the joint so that rain cannot work thru.

Before locating the house and also before making the entrance hole, the kinds of birds which frequent the premises should be noted. Then their haunts and social characteristics should be discovered. A careful record of these things should be kept in a bird book. Finally, the house or houses should be stationed in places recorded in the book. After this a close watch should be kept and such events as the first bird to perch on the house, the first entrance, the kinds of materials carried into it, etc., should be carefully noted.

Some of the sketches in the illustrations are original and some are drawn from photographs of houses actually made by school children. The big cylindric one was made from a small nail keg and an inverted wooden chopping bowl such as may be found in any 5 and 10 cent store. A floor was placed half way between the top and bottom to allow for more than one family.

In addition to the Farmers' Bulletin previously referred to, the February and March numbers of the Ladies' Home Journal and the February number of the Manual Training and Vocational Magazine offer many helpful suggestions on the making of bird houses.—Bulletin New York State Department of Education.





A SATURDAY AFTERNOON IN MARCH

Remove the picture from the magazine, mount by pasting lightly the two upper corners to heavy brown paper or green wall paper, and use before the class in language for conversation in developing a story to be told or written. Hektograph copies may be given pupils to color.

The Catholic School Journal

HELP FOR DAILY NEEDS

NUMBER WORK

Luella A. Palmer, New York City

Number work has been too much emphasized in both kindergarten and grade. The geometrical ideas found in the blocks and other materials of the kindergarten can safely be left for the child to learn at a later date. The number symbols, children will also teach themselves. A little actual experience in measuring for hand work, in making change with toy money, in keeping score in games, etc., will give more usable knowledge of number relations than the child can get in the hours devoted to mathematics in the early grades.—From paper read at N. E. A. Convention.

SELECTING AND TESTING SEED CORN

The teacher who wishes to secure and hold the interest of the community in her work can scarcely afford to neglect a subject of such common interest as seed testing.

Not all farmers appreciate the value of testing seed corn. Experiment has proven that carefully selected seed corn properly tested and graded will give a yield from 10 to 20 per cent greater than that obtained by haphazard selection. This would amount to over \$300 from 100 acres of corn. It would require a test of about 1,500 ears for 100 acres planting. For each ear planted the farmer receives about 25 cents extra profit. He should not require more than five minutes per ear for testing. At this rate he makes over \$20 per day for the time he spends testing his seed corn. Pretty good wages! If he plants one bad ear he loses the corn from 300 hills.—South Dakota Educator.

GEOGRAPHY AND HISTORY

George H. Gaston

That geography has been thus far of comparatively small service to history can be shown by brief questioning of the average class of almost any grade. How many students can compare the area and natural productiveness of Germany's territory with that of her neighbors, with our own country and the other large countries of the earth? In the richness of our own possessions we do not always remember to measure ourselves with the rest of the world. How commonly is it known that the United States and its possessions, the Dominion of Canada and the continent of Europe are approximately of the same extent? How the area of the Philippines compares with that of Illinois? How the areas of our states compare with each other? How many states equal to our own could be carved out of Alaska? The very fact that we have not realized the size and possibilities of the countries of South America makes a comprehension of their sentiments and a practical co-operation with them a matter of considerable difficulty. As well, too, may a failure to read history in its proper geographical setting lead us into grave commercial errors after the war has ceased.—School and Home Education.

GOOD READING IN THE GRADES

Alice Lambert, Colorado

If the rural school pupil does not form a taste for good literature before he leaves the grades, he may never do so. Why? Because so small a percentage of country school children ever enter high school.

Therefore it is your sacred duty, country school teacher, to see that these little citizens want only the best in the wide world of reading. The average lifetime is so short that one has not nearly enough time to read the beautiful, uplifting and inspiring books that are all about us, to say nothing of those that help one in work, business or profession, and the sooner the child realizes this, the better for his mental, physical and spiritual growth.

Don't be satisfied without a small collection of books in your school that measures up to the requirements of good literature. Do you realize what a variety of treasures \$5 will buy? Few rural districts are so poor that such a sum cannot be raised in some ingenious way or other—perhaps by an entertainment, a sale of pupils'

handicraft, or a "self-denial day" participated in by everyone in the district.—School News.

ART GALLERY GAME

Note.—Before game can be played names of eight or ten pictures of famous artists must be taught. Continue giving new pictures until above list has been completed.

Teacher gives pictures to eight or ten children who form art gallery in front of room.

The same number of children are chosen to visit art gallery. After the visit, each child names one picture that he saw (two or three pictures may be named if teacher desires). They may then return and buy a picture, saying to child who holds picture, for example, "I'd like to buy 'The Children of the Shell'." Other child replies, "You may buy 'The Children of the Shell'." When children have bought the pictures they form in line as before and children who sold pictures form line back of them. Teacher says, "John, what did you buy?" "I bought 'The Children of the Shell'." He then turns to second child and says, "Mary, what did you buy?" When the row has finished, the children face those standing back of them. John asks child opposite, "James, what picture did you sell?" "I sold 'The Children of the Shell'." Children skip to seats and teacher says, "Who has 'The Children of the Shell'?" John rises and says, "I have 'The Children of the Shell'." and skips to teacher with picture. When all children have returned pictures teacher asks, "Who has had 'The Children of the Shell'?" The two children who have had it stand and say together, "I have had 'The Children of the Shell'."—Oklahoma Home and School Herald.

CORRELATING AGRICULTURE WITH GEOGRAPHY

C. H. Lane, Specialist U. S. Dept. of Agriculture

Locate on the township map the industries in the township and county which may be related to farming, as the gristmill, the sawmill, the grain elevator, tobacco-sorting shops, broom shops, tannery, creameries and cheese factories. Trace also the local and more distant markets for eggs, butter, milk, cream, fruit and vegetables. How many dealers between the farmer and the consumer? Look up the range of the birds which are winter residents. Make a list of important climatic records, such as dates of early snows, highest summer temperature, lowest winter record, depth of freezing of the ground, etc. Compare with other parts of the state and nation, drawing conclusions as to how the local agriculture is affected. Make a district survey of dairy cattle, including number on each farm, breeds, pure bred or scrubs, silos, sanitation, records kept, testing for butterfat, and feeding methods for such farm.—Ohio Teacher.

BUILDING A MINIATURE FARM

Clara O. Wilson

In recalling my own childhood plays, I believe the one which stands out as the happiest was the building of a miniature farm in the soft dirt by the side of the house. My sister and I began with a couple of oatmeal boxes, of which we made farmhouses, cutting out windows and doors. The printing on the boxes was a source of annoyance, for water color paints failed to cover it. At last we conceived the idea of covering it up by pasting paper all over the box. We became quite skillful in our construction, adding porches, chimneys, sheds and building barns, corn cribs and all the necessary farm buildings. The grounds were laid out, orchards planted in rows, shade trees grouped about streams, bridges and fences built. Having a pasture, we needed animals, so gathered milkweed pods and by using toothpicks for legs soon had a flock of sheep. The sheep required water, so after a great deal of difficulty a windmill was constructed and a tank made. Our play lasted for days and weeks, each new addition suggesting something else; and I recall the product with a great deal of satisfaction. What great opportunity could be offered in stimulating the imagination and developing resourcefulness?—Nebraska Teacher.

PICTURE LESSONS FOR LANGUAGE STORIES

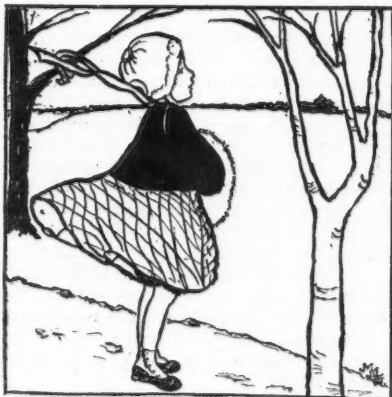
Marie A. Shepherd, Minneapolis, Minn.

This work may be easily adapted to any class of pupils from Third grade to Sixth grade, for oral or written language stories, according to the ability of the pupils. The pictures with accompanying lessons each may be cut out and pasted on heavy paper or stiff cardboard and given to the pupils. After the pupils have examined their pictures for a few moments they each may be required to tell an oral story, with or without the help of the outline, and pupils advanced enough to do so should then write the story on paper. A variety of ways may be devised for using the pictures to advantage. For large classes make mimeograph copies to supply each pupil with one.



THE UNEXPECTED OCCURS

1. The "Unexpected" may be before us to see in the drawing. What do you think about it?
2. What do thes think about it? Perhaps you would enjoy having them tell the story themselves.
3. Or the trees, perhaps just one of them, might tell a most interesting account of how it all happened.
4. Of where this occurred, we do not know until you tell us.
5. Neither do we know about the surrounding country, what may be near, or what living things may be a part of this occurrence.



SUGGESTED TITLES

Looking for something. Or is this little person
Looking for Someone?
Just attime.
Calling thes.
Waiting for theman.
A March Experience.
Trying to finds.
An Afternoon's Discoveries.
"Here comes".
The Great Surprise.

Of course your story will be according to the title you choose, and in order to create your story you must make your outline, and the outline also will depend upon the story you choose. The only helps in the drawing are the facts of the little person herself being before you, just where you must determine, and the weather is hinted at.



THE MYSTERY

A mystery, two boys and a ladder, and that is all we know until you unravel the tale for us.

I have a reason for hoping that we see these boys out-of-doors. Can you guess my reason? Are the boys on a discovery trip, an exploring adventure, to help out in time of trouble? Mischief, oh, I had hoped that this was a helpful mystery experience!

Who they are, what they are doing, and how they mean to do it, or how they do it in the face of a surprising situation, we leave for you to tell us in your most exciting and interesting manner.

BIRD STUDY FOR MARCH

THE PURPLE MARTIN

William Dutcher in Audubon Leaflet

The Purple Martin and its Pacific Coast relative, *Progne subis hesperia*, are too well known to need a detailed description. The adult male is a lustrous blue-black, the wings and tail being slightly duller. The adult female and the young of both sexes are grayish brown,



Purple Martin

glossed with steel-blue on upper parts, while beneath they are dark gray, shading into whitish on the belly. The size of the Martin is about seven and one-half inches in length, but the great spread of wings, from fifteen to sixteen inches, makes the bird look very much larger than it really is.

During summer the Martin is a bird of very wide distribution in temperate North America; in autumn it migrates to the tropics, where it spends the winter. There are eight species of this genus of the Swallow family, all of them being confined to America. Before the white man discovered and settled the western world, generations of Martins had made their annual journeys from their tropical winter homes to the temperate parts of both continents. Their nesting sites were then in hollow trees or in caves. While forests and rocky retreats have not been entirely abandoned by the Martins, yet many of them now breed in homes provided for them by man. The red man, a true lover of nature, invited the cheerful Martins to remain about his tepee by erecting a pole on which he hung a hollow gourd for a nesting place. The white successor of the aborigine has adopted his red brother's bird friend, often providing a far more elaborate home for its use.

Is there anything in the bird world that represents home life and community of interests as well as a colony of Martins? Contentment, happiness, prosperity are here, and the cheerful, social twitter of the Martins and their industrious habits are a continual sermon from the air to their brothers of the earth. The only note of discord in one of these happy colony houses is from the pugnacious English Sparrow, who covets the comfortable

homes of the Martins and tries to evict the rightful owners and substitute his harsh, disagreeable chatter for their pleasant voices.

The value of the Martin to the human race is very great. The birds are so pre-eminently aerial that their food necessarily consists of flying insects. Among these may be some of the dreaded *Stegomyia*. It is a well-established fact that this and other species of mosquito convey both malarial and yellow fever. Every mosquito, therefore, that is destroyed by a Martin, or, in fact, by any bird, lessens so much the chance of the spread of fever plagues. Human lives are sacrificed every year; immense sums of money are expended for investigation and prevention of yellow fever, yet in some localities where this scourge is found the Martin is not understood and appreciated as it should be. If one human life is saved each year thru the destruction of fever-breeding mosquitoes by the Martins, or other birds, it is a sufficient reason why the lives of these valuable birds should be sacred.

The Martin is also known to feed on other injurious insects. Dr. Packard found one of the compartments of a Martin box "literally packed with the dried remains of a little yellow and black squash beetle"; and the same authority states that "ten Nebraska specimens, examined by Professor Aughey, had eaten 265 locusts and 161 other insects."

In portions of the northern range of the Martin it is undoubtedly decreasing in numbers, and the houses which they once animated by their welcome presence are now deserted or occupied by the omnipresent English Sparrow.

While their absence may, in some instances, be accounted for by the persecutions of this introduced feathered pest, and also to mortality among the young birds, occasioned by cold weather or prolonged storms during the nesting season, it now seems that their disappearance is in no small measure due to their destruction in former years in the South during their migration.

"Martins are accustomed to gather in large flocks during the latter part of summer for the purpose of roosting in some favored grove. As they journey southward, apparently, these flocks increase in size, and the writer has on several occasions watched the birds coming to their roosts in the evening in astonishing numbers, estimated at 100,000. They seem to prefer a grove near a human habitation for their nightly rendezvous. They create no little comment in the neighborhood because of their numbers, and by their continuous chatter and fluttering, particularly during the early part of the night. There is usually little prejudice against them, but not infrequently the people in the neighborhood make excuse that the birds are a nuisance and proceed to shoot into the flocks when they come to roost.

"At Wrightsville Beach, North Carolina, a great number of these migrating birds gathered in the summer of 1905 and chose as their nightly roosting place the grove of a summer hotel. The proprietor, wishing to rid himself of them, invited a number of his neighbors, who, lying in wait for the birds, fired into the trees and continued to shoot until the ground was literally covered with the dead and dying birds, and for days after wounded Martins could be found fluttering about the neighboring lawns and roadsides. Estimates on the number of birds killed vary from 8,000 to 15,000. Upon hearing of this tragic violation of the law, the North Carolina Audubon Society sent a warden to prosecute the offending parties, twelve of whom were convicted and fined in the local court. The warden, to prevent any further slaughter, arranged a number of tar barrels to the windward of the grove, and fired them in the evening, thus creating a dense smoke, which, drifting over the grove, drove the birds away; and they were not seen again. A citizen of the place said it had been very noticeable that since the appearance of Martins there had been less mosquitoes than for many years previous, and he thought that the community would never again allow these valuable birds to be slaughtered in that locality."

SCHOOL ENTERTAINMENT

ST. PATRICK'S DAY

Willis N. Bugbee

Characters

George, Henry, John, Lawrence, Annie, Susie, Margaret and Kathryn.

Costumes

Boys wear long, tight-fitting trousers, "swallow-tail" coats, silk hats, green ties, and carry walking sticks decorated with green ribbons. Girls wear ordinary street clothing.

SCENE—A STREET

(Enter Boys. They march about stage and form in line near rear. All join in singing some Irish melody.)
(Enter Girls.)

Girls—Well, well, don't we look gay!

Boys—We certainly feel gay.

Susie—You look as if you had just emerged from a handbox.

Boys (acting as if uncomfortable)—And we feel very much that way, too.

Margaret—Just like "foine Irish gentlemen of the rale ould stock."

Boys—We are! we are!

Henry—We are all of us Irish by descent, a fact of which we're very proud.

George—And we are all gentlemen, too, I hope.

Annie—We've no doubt but you will be the crowning feature of the parade.

Boys—Thank you, ladies, we'll do our best.

John—Suppose you'll be there to see us, won't you?

Susie—Why of course. We wouldn't miss a St. Patrick's Day parade for the world.

George—There's only one thing that we lack now.

Girls—What's that?

George—The shamrocks. Can't you girls help us out?

Margaret—Shall we, girls?

Girls—Yes! yes! We can spare a few.

Kathryn—You see, we've just had the good luck to—

Lawrence—Shamrocks always bring good luck.

Kathryn—The good luck to have a bunch given to us by Mrs. Burke. She raises them on purpose for St. Patrick's Day.

Susie—Hold still, and we'll pin them on your coats. (They pin shamrocks on boys' coats.)

Boys—

"The dear little shamrock,

The sweet little shamrock,

The dear little, sweet little shamrock of Ireland."

(If desired, a whole verse of the above song may be given.)

John—Thank you ever so much. Don't you say so, boys?

All—Yes, yes, of course!

Henry—We'll remember it until—until—

Annie—Until when? Until something more important happens.

Henry—Until our dying day.

Susie—My, what a long, long time to remember.

George—We hope so, anyway.

Lawrence—And now to pay you for these little deeds of kindness we'll have to tell you something about the good old saint himself.

Girls—Oh, do!

Margaret—Was there really such a man as Saint Patrick?

Lawrence—Such a man as Saint Patrick? Of course there was, you goosey! He was the man who converted the Druids of Ireland to Christianity.

Girls—The Druids! Who were they?

Lawrence—They were the early inhabitants of the Emerald Isle. They were a kind of pagan people, I guess.

Girls—Pagans in Ireland. I never knew that before.

George—Well, there's lots of things you girls have to learn yet. Of course that was a good many years ago.

Margaret—I should think likely. What else did he do?

George—Once when the snakes got to be so thick in Ireland he—

Girls—O-o-oh, snakes!

Annie—I just can't bear snakes!

Susie—Neither can I.

George—Neither could the people of Ireland. You see, they got so thick there that the trolley cars couldn't run and—

Margaret—Trolley cars? Say, do you boys know what you're talking about? Trolley cars weren't invented then.

Annie—Maybe they were jaunting cars.

George—Well, anyway they got so thick that Saint Patrick got after 'em "hammer and tongs" and killed 'em all off and—

Kathryn—And haven't there been any snakes there since?

George—Not to my knowledge.

Annie—Well, I wish he was here. I came near stepping right on a snake last summer, and if I wasn't scared—why say! my heart hasn't hardly stopped jumping yet.

John—Shucks! It was only a little brown snake about so long. (Measures about three inches.)

Annie—It was plenty long enough to suit me.

Susie—I think St. Patrick must have been a great man. His birthday certainly deserves to be celebrated.

John—And we're the gentlemen that can perform the deed.

George—And if you don't believe it just come around to the parade this afternoon and we'll try to convince you.

Henry—I hope we've paid you satisfactorily for the shamrocks.

Margaret—You've paid the first installment. There's another installment due, however.

Boys—Another installment? What's that?

Girls—A song! A song! We must have a song!

Kathryn—As the king once said, "My kingdom for a song."

Boys—What kind of one?

Margaret—Any good old Irish song like the "Wearin' of the Green" or "St. Patrick's Day in the Morning."

Lawrence—What d'you say, fellows? Shall we do it?

Boys—Sure thing. You start it and we'll join in.

(All join in singing "Wearin' of the Green" or any good Irish song. Girls may join in chorus. If preferred, parts of three or four songs may be given, thus making a sort of medley. The boys may march about during chorus.)

(Curtain)

(Book rights reserved by the author.)

SPIRITS OF SPRING—A PLAY FOR CHILDREN

REBECCA STRUTTON

Characters: March Winds, April Showers, May Flowers.

Setting and Costumes: Garden scene with flower-bed of ten or twelve little girls dressed in belted slips of green crape paper. Large, upstanding bows of different colored ribbon should be fastened on the heads, over which should be pointed green caps extending over faces. March Winds (an older girl) should be dressed in a dark gray crape paper skirt, over which should be a dress of dark gray paper-cambric, fringed part way, with a loose fold of same around the head (hair hanging). April Showers should be dressed in light gray paper-cambric, fringed, over white, head dressed same

as March Winds, with short pole covered with fringed cambric.

SCENE

Breezy music should herald the approach of March Winds, which should also be signal for flowers to wave about. Music ceasing,

March Winds (speaking and stepping about among flowers)—

(By gestures carry out spirit of verse)

I'm a blustering, bellowing, noisy chap,
For shutters and bolts I care not a rap;
I twist the trees until they moan,
I shake the house till you hear it groan;
I tear the clouds from the face of the moon,
Then I spread them o'er the sun at noon.
I blow the dust in the traveler's eye,
And then I blacken the bluest sky.
If there's a fire, I fan and fan,
And just cause all the trouble I can.
At the beginning or end, I'm Lion or Lamb,
I'm blamed for all the woes of man;
But in my state there's a saving grace,
For soon or late I'm sure to give place
To gentle, refreshing April Showers
Which herald the coming of sweet May Flowers. (Exit right)

(Lighter tone)

April Showers (approaches from left, stepping among May Flowers, shakes wand over them and speaks soothingly)—

(Heads up, one or two caps drawn partly off) (All caps off)

Poor little battered and beaten flowers,
Look up and welcome the April Showers;
Uncover your heads, reveal your faces,
Unfurl your colors and show your graces.
The clouds have sent refreshing rain,
Now don't stay covered as if in pain.
Throw up your heads and laugh with glee,
As tho' as happy as happy can be.
We're calling—we're calling—we April Showers!
Come forth! Come forth! O Sweet May Flowers!

May Flowers (throw back heads, assume listening attitude while leader speaks following lines, dwelling on last two words in first and second lines)—

We're sure we hear somebody calling—calling—
And now our dark covers are falling—falling—
Long months we've lived in darkest night,
But now we're coming back to the light;
March Winds and April Showers are gone,
But they sang a lovely awakening song.
Thru them our bonds are severed—we're free!
Very grateful and happy May Flowers, are we!
(Clap hands, throw kisses to audience) (Curtain)

A LEAF GAME

Have the pupils trace and cut some paper leaves. The teacher now writes words on them and uses them as a leaf shower. A handful is thrown into the air and each one sees how many he can get. The one that has the most, and can read them, comes up before the class and as he holds up the leaf where all can see, announces, "I have dog, cat, rat, pig and hen." A number game can be arranged on the same plan.—American Journal of Education.

THE MUM FAMILY

There is a funny family,
Of which I often hear,
In which the difference in size
To me seems very queer.
The family, I judge, is small—
Two seems to be the sum—
And Minnie Mum the one is called;
The other, Max I. Mum.

Now Minnie Mum is always shown
To be exceeding small,
While Max I. Mum a giant is,
So very large and tall.
But hand in hand they march about
As fond as fond can be
And proud they are to let the world
Their striking contrast see.

This thought I might have given you
In one short rhyming verse,
And that would be the minimum,
Or, what would be much worse,
Thru stanzas something like a score
My muse I might let hum
To tell the same, and that, you see,
Would be the maximum.

—Arthur J. Burdick.

JUST BE GLAD

For we know not every morrow
Can be sad;
So, forgetting all the sorrow
We have had;
Let us fold away our fears
And put by our foolish tears,
And thru all the coming years
Just be glad. —James Whitcomb Riley.

THE MONTHS

The months once met together to talk about the weather;
January dressed in furs—he was a chilly fellow;
June wore roses red and white, and May a gown of yellow.
February looked like a postman gay, with Valentines ready to give away.
April her gossamer bore on her arm, tho' the sun shone out its brightest;
And she carried a sunshade of daintiest green, trimmed with lace of the whitest.
March's whistle, loud and long, mingled with the bird's sweet song.
Sweet July had a bunch of flowers; August ripe fruit was bringing;
September's bloom was the goldenrod; October a scythe was swinging.
November's cheeks were round and red, and cheerful looks he round him shed;
And drove in front a goodly stock of gobbling turkeys—noisy flock.
But chill December, last of all, brought fun and laughter to the hall;
With holly wreath, and beard of snow, and stockings crammed from top to toe;
And on his back, they laughed to see a sparkling, glittering Christmas tree.
About the weather, they did say, 'twas best to let each coming day
Bring just what weather seemed best, and so, contentedly, to rest. —Child-Garden.

MARCH

Now falls the snow, the sleet, the rain,
And raging tempests fill the sky—
A moment—and the sun peers thru
Where clouds with golden edges lie.

—Clark J. Jilson.

Pussy Willow. ✕

Selected.

CHURCHILL-GRINDELL.

Light accent.

Oh! you Pus-sy Wil-low, Pret-ty lit-tle thing.
Now, my lit-tle chil-dren, If you look at me
As the days grow mild-er, Out we put our heads.

Com-ing in the sun-shine of the mer-ry Spring.
And my lit-tle sis-ters, I am sure you'll see
And we light-ly move us in our lit-tle beds.

Tell me, tell me, Pus-sy, for I want to know,
Ti-ny lit-tle hous-es, out of which we peep,
And when warm-er breez-es of the Spring-time blow,

Where it is you come from, How it is you grow.
When we first are wak-ing From our Win-ter's sleep.
Then we lit-tle Pus-sies All to Cat-kins grow.

RECITATIONS FOR SCHOOL PROGRAM

A SIMPLE RECIPE

To be a wholly worthy man,
As you, my boy, would like to be,—
This is to show how you can—
This simple recipe.

Be honest—both in word and act
Be strictly truthful thru and thru,
Fact cannot fail. You stick to fact,
And fact will stick to you.

Be clean outside and in, and sweep
Both hearth and heart, and hold them bright.
Wear snowy linen—aye, and keep
Your conscience snowy white.

Do right, your utmost, good must come
To you who do your level best—
Your very hopes will help you some,
And work will do the rest.

—James Whitcomb Riley in "His Pa's Romance."

BEHIND THE TIMES

Some people say the papers
Have all the latest news,
But Ethel's got a golf cape,
And I've got tennis shoes
And balls, a net and racket—
They came to us today
From Uncle Bob in Boston.
And yet our family say
That in those sixteen pages,
Printed so close and fine,
There's not one single mention
Of Ethel's gift or mine!

—Elizabeth Lincoln Gould.

THE CAREFUL DOLL

When Frances goes to bed at night
Her dollies all go, too;
They lie beside her very still,
And sleep the whole night thru;
That is, the Paris doll and all
The other fine ones do.

But there's one old and careful doll,
Whose eyes stare open wide
All night to see no harm comes near.
She really takes pride
In sleeplessness. "What, sleep?" she says,
"I couldn't if I tried!"

—Laura Spencer Portor.

THE LIGHTNING EXPRESS

Down grandmother's banister rail
Swift as the wind I slide;
I'm the engineer
That never knows fear,
And I travel far and wide.

Each time I rush upstairs
Grandmother cries, "Don't fall!"
When, whiz! I drop
Without any stop
Between Boston and Montreal.

I hurry again to the top.
Oh, my! it is such fun,
For this is the train
That's flying from Maine
And arriving at Washington.

Once more I'm off like a flash,
To carry the New York mail.
I am sure you would guess
'Tis the lightning express
On grandmother's banister rail.

—Anna M. Pratt.

THE SNOWY DAY

I like to watch the children play upon a wintry, snowy
day; like little elves they run about, and leap and slide,
and laugh and shout. This side of heaven can there be
such pure and unmixed ecstasy? I lean upon ye rustic
stile, and watch the children with a smile, and think upon
a vanished day, when I, as joyous, used to play, when all
the world seemed young and bright, and every hour had
its delight; and, as I brush away a tear, a snowball hits
me in the ear.—Walt Mason.

A DAY OF REST

I'm glad there is a day of rest, one day in every seven,
When worldly cares cannot molest, and we may dream
of heaven.

The week day labor that we do is highly necessary,
But if our tasks were never thru, if they should never
vary,

We'd soon be covered o'er with mould from bridle-bits
to breeching;

So let the Sabbath bells be tolled, and let us hear the
preaching.

—Walt Mason.

THE PARTS OF SPEECH

Three little words you often see
Are articles **a**, **an** and **the**.
A noun's the name of anything,
As **house** or **garden**, **hoop** or **swing**.
Instead of nouns the pronouns stand—
Her head, **your** face, **his** arm, **my** hand.
Adjectives tell the kind of noun,
As **great**, **small**, **pretty**, **white** or **brown**.
Verbs tell something to be done—
To **read**, **count**, **sing**, **laugh** or **run**.
How things are done the adverbs tell,
As **slowly**, **quickly**, **ill** or **well**.
Conjunctions join the words together,
As **men and women**, **wind or weather**.
The preposition stands before
A noun, as **in** or **thru** a door.
The interjection shows surprise,
As **oh!** how pretty, **ah!** how wise.
The whole are called nine parts of speech,
Which reading, writing, speaking teach.

—Anonymous.

THE SNOW-BIRD

When all the ground with snow is white,
The merry snow-bird comes
And hops about with great delight
To find the scattered crumbs.

How glad he seems to get to eat
A piece of cake or bread!
He wears no shoes upon his feet,
No hat upon his head.

But happiest is he, I know,
Because no cage with bars
Keeps him from walking in the snow
And printing it with stars.

—Frank Dempster Sherman.

KEEPING STORE AS A MEANS OF TEACHING ARITHMETIC

(Continued from page 486)

ness, and the customer bought in person. We used our store in many ways. Some days the children made up problems involving our business.

I think it taught the children a lesson in accuracy they will not forget. Their carelessness was brought before them in a concrete way. I know of no other line of work the children enjoyed so much as "Playing store." They became neater and more careful in all their work and seemed to realize the meaning and value of accuracy.

CHILD LIFE IN HOLLAND

(Continued from page 485)

Petrus and Betje do not hang up their stockings, but

place their wooden shoes by the chimney, and never forget to leave in them a wisp of hay for St. Nicholas' horse. They are up before daylight the next morning to find the hay gone and their shoes filled with cakes and sugared rusks. Their more important presents are hidden about the house and they have to hunt for them. Sometimes they find these gifts hidden in kettles, beds or their mother's work basket.

But Petrus and Betje cannot always play, for even in such a charming little country as Holland there is work to be done. Petrus has to hitch his two dogs to the cart each morning and go to market with the milk, and Betje has to carry the vegetables in two buckets that hang from a pole she holds across her shoulders. But even their work is so very picturesque it is hard to believe that it is not just play, after all.

March Wind.

L. ROUNTREE SMITH.

CHURCHILL—GRINDELL.
Authors and Publishers of Children's Songs.

1. Hear the mer - ry March wind blow - ing, All night long; As he trav - els o - ver land and
2. Hear the mer - ry March wind call - ing, Oo-o oo-oo o-oo; Say-ing, Spring has come, and, Pus - sy

Rit. Tempo.
sea, He sings this song:.... I send the ships a-cross the sea, Blow, blow! And scat-ter
Will-low, You must grow.... I send the

Rit. Tempo.

snow - flakes mer - ri - ly, Blow, blow! And I turn the mill-wheels round, With a

pleas - ant whir - ring sound, Un - til the mil - ler's flour is ground, Blow, blow!

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LANGUAGE STORIES FOR REPRODUCTION

Carrie R. Starkey, Milwaukee, Wis.

JACK'S FAIRY BAND

George had been to hear a famous band play at the theater, and as he rode home in the street car he thought how grand it would be to play in a band. He could not quite make up his mind which he would like best to be: the man who stood up in front with his back to the people, or the man with the drum, or the man who blew the horn.

"I shall have a band when I grow up," he told himself as he snuggled down in the car seat.

"Why not have one now?" asked Jack Frost as he pulled the ear nearest the window pane.

"I'm too little," said George.

"You're bigger than I am," said Jack Frost, "and I have a band. Don't you hear the noise the wheels are making on these frosty rails? That is the music of my band. Those sleighbells you hear are part of my band. When you hear the wagon wheels crunch on the snow-covered ground, or the sidewalk crack under your feet, you may know that my fairy band is following close behind."

"Come, wake up, George; this is our corner," said father, and as George heard the noise of the walk beneath their feet he looked behind to see if he could find the fairy band. But it was dark and George could see nothing.

THE CARROT BASKET

A peck of carrots lay in the cold, dark cellar sleeping their long winter sleep. One little fellow on the top of the basket woke up and wished he had something to do.

"I don't like it down here," he grumbled to himself. "I wish I could get out of doors and see the sunshine; I feel so funny; I believe I'm going to sprout."

"O, keep still," said a sleepy carrot that was awakened by his grumbling. "Go to sleep. It isn't spring yet."

But the little carrot could not go to sleep. He kept dreaming of the sunshine and wishing he could feel its warmth, and without knowing it, he began to sprout.

One day Charlie went into the cellar to get some potatoes for mother and saw the little carrot with its pale green sprouts. Carrying it upstairs he asked mother if he could have it for a hanging basket. Mother said "Yes," and Charles cut off the pointed end and hollowed out the thick part so the basket would hold water. He fastened some string around it and hung it in the south window where the sunbeams could see it every day. The little carrot was very happy and sent out fresh green sprouts almost every day until it was like a ball of green leaves.

"It nods its head at me every morning when I give it a drink," said Charlie. "I think it is trying to say 'Thank you' for taking it out of the cold, dark cellar."

WERE THE SQUIRRELS NAUGHTY?

The poor squirrels were having a sorry time. They did not know that winter was to be so cold and they had not stored away enough nuts to last until spring. It began to look as tho they would go very hungry indeed if they did not find some food. The sly weasel passed by the hollow tree every morning looking happy and well fed.

"I wonder where he finds things to eat?" the squirrels asked each other as he sneaked by at break of dawn each day. The weasel traveled at night when the squirrels were asleep, but the squirrels decided they would follow the weasel and see where he went.

So, when the moon came up, the squirrels rubbed their sleepy eyes and laid in wait for Mr. Weasel and quietly followed behind him. Straight into Farmer Brown's chicken yard he stole, and the squirrels knew that he would steal the young chickens.

"We would not steal the chickens," they said, and turned to go back home; but right across their path loomed up a big corn crib filled to the brim with fat,

juicy ears of corn. "Surely it would not be wrong to take a little corn from a man who has so much," they said, and into the crib they went and had a good meal.

And I am afraid, if the truth must be told, the squirrels had many a meal from Farmer Brown before the spring-time came.

A SLEIGHRIDE THAT DID NOT GO

Maudie was to have a sleighride party. All the little girls and boys had been invited and a big bobsleigh had been engaged to take the little folks out into the country. When they came back mother was to have a hot oyster supper ready for them, with ice cream for desert. Maudie had told them all about it and the children could hardly wait for Saturday afternoon to come. They began arriving at Maudie's house as soon as dinner was over, and everybody was there long before the sleigh arrived.

At last it came, a great, big bobsleigh on red runners, drawn by two prancing horses, and a driver all bundled up in a fur coat until he looked like a big brown bear.

Such a scurrying to get into the bob! It took mother, sister Mary, the driver and Uncle Jack to tuck them in the sleigh and wrap them up in the robes. When the last corner was tucked in, they shouted "Good bye" to mother and away they went. The next minute there was a shout and mother turned around to see all the children dumped in a snowdrift and the horse galloping wildly down the street. No one was hurt, but the sleigh was broken and the horses were gone.

"Never mind," said Uncle Jack. "Let us have a snow battle until supper is ready." So they played in the snow until the oysters were cooked, and everything tasted just as good as tho they had been riding.

THE KITTEN PHOTOGRAPHER

Fluffy was the name of Nora's little white kitten. Fluffy awakened from her afternoon nap in the window seat and discovered a pretty red ball lying within reach of her paw. She touched it gently and the red ball bounded back at her. Then she opened her eyes wide and began to play with the ball. It was fastened to a funny looking black box and would only bounce away a short distance and then would bounce back and hit Fluffy in the face if she did not jump quick enough. Finally she caught it in her paws and squeezed it real hard. "Snap!" went something in the black box, and Fluffy jumped away as tho she had been shot.

"I believe Fluffy has taken her own picture," said Nora, who was watching the kitten. Sure enough, when the films were developed there was a good picture of Fluffy taken by herself.

TWO PRISONERS

Bobbie had the measles. Not very badly, but he was obliged to stay in his room apart from the other children, and he got very lonely and felt like a prisoner. Every day he amused himself by watching a little squirrel scamper about among the trees. One day he opened the window and put some hickory nuts on the window sill. For a long time the squirrel would not come near them, but he kept getting bolder and bolder until he finally took them. After that Bobbie put nuts out every day and left the window open a little ways, hoping that the squirrel would come into the house.

One afternoon as Bobbie sat by the window looking at a picture book he heard a hunter's gun go off, and the next minute the little squirrel rushed in at the open window. The poor little animal was frightened almost to death. He had rushed into the house to escape the hunter and then found himself a prisoner with Bobbie. But he soon found that his jailor was very kind to him and he got over being afraid. Bobbie fed him nuts every day and soon he learned to eat out of Bobbie's hand and would run up his shoulder. When the spring came and Bobbie was ready to leave his room, the squirrel would go out at the open window, but would come back for the nuts that Bobbie always had for him.

DRAWING AND MANUAL ARTS FOR FEBRUARY

L. Eveline Merritt, Supervisor of Drawing, State Normal, De Kalb, Ill.

ROSETTES

Decorative design consists in harmonizing spots to a definite purpose and shape. If the given object be a round pin tray, the cover of a round box, a round serving tray, or even a pen wiper, such as a young child may plan, the rosette is very evidently the type of design to use. It is well to precede this by the study of the top view of regular flowers and of the cross section of fruits. Notice that there is a center more or less interesting from which the petals or other parts radiate.

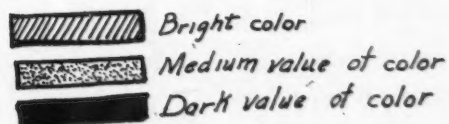
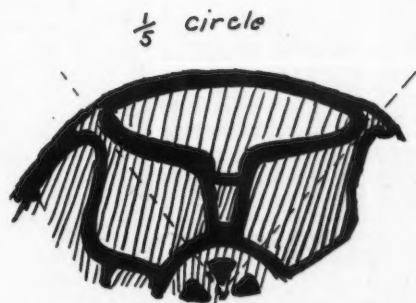
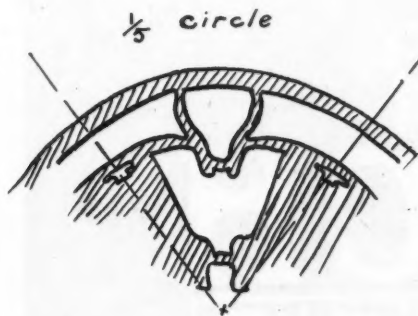
In planning the rosette draw the circle which is right in size for the size of the object to be decorated; divide the circumference into three, five or seven equal parts;

draw radii from these points to the center. Work in one section, for when one has been planned it can be traced and transferred to the other sections.

Cautions

1. The center should be the interesting spot to which all others lead.
2. There must be a variety in sizes of spots.
3. All must be arranged in an orderly way.
4. Care must be taken of the colors used.

These rosettes can be finished in water color, crayon or enamelac, according to the object decorated. Those shown in the illustrations were designed by seventh grade pupils and are to be painted with enamelac on round box covers.



FOR THE MARCH BLACKBOARD By Mrs. E. C. Garson

OBITUARY.

Death of Nun.

Sister M. Augustina (Theresa Schulte), age 84 years, a member for fifty-one years of the Community of the Sisters of St. Francis, Oldenburg, Indiana, died February 6, 1917.

Up to ten days before her death, Sister Augustina was active and zealous in her field of labor.

Funeral services were held at the Convent, Friday, February 9. Interment at the Convent, St. Francis Cemetery. R. I. P.

Cardinal Falconio.

Cardinal Diomede Falconio, Prefect of the Congregation of Religious Affairs, Cardinal-Bishop of Velletri, and Apostolic Delegate to the United States, 1902-1911, died of pneumonia at Rome on Feb. 7.

Cardinal Falconio received the red hat in 1911. He served for many years in charge of a mission of the Franciscan Order in Sullivan street, New York. He was born in Pesostango, Italy, in 1842, and joined the Franciscans at an early age. In 1865 he came to the United States and was ordained a priest by Bishop Timon, of Buffalo, in 1866. Two years later he became president of St. Bonaventure's College. He became a citizen of the United States at Little Valley, N. Y., and voted in the presidential election in 1872.

Father Falconio left Buffalo to become vicar general of the Harbor Grace Diocese, in Newfoundland, but a few years later returned to New York to assist in the Sullivan street mission work. He was called to Italy by the illness of his parents, and while there was made Bishop of Lacedogua, and in 1892 Archbishop of Acrezza and Mareta. In 1899 he returned to the United States and in 1902 was made Apostolic Delegate as a reward for settling the dispute between the Church authorities and the Canadian Government over the Manitoba school question.

Very Rev. A. A. Miller, S. J.

Many friends here learn with sincere regret of the death of Very Rev. Augustine A. Miller, S. J., which occurred on Tuesday, Feb. 13, at Poughkeepsie, N. Y.

Born in Uznach, canton Gallen, Switzerland, May 13, 1869, he was educated at the Jesuit college at Feldtich, Austria, and entered the Jesuit order in 1887 in Holland. In 1893 he came to this country to teach at St. Ignatius College, Cleveland. In 1905 he became the president of Canisius College, Buffalo, and later built the new college at Main and Jefferson streets. He was transferred to St. Ignatius Church, New York City, in 1913, and in 1915 he returned to Buffalo to be rector of St. Ann's Church, at Broadway and Emslie streets. In 1916 he was appointed to an important post at St. Andrews on the Hudson at Poughkeepsie. Father Miller was also president of St. John's College, Toledo, Ohio, for a time.

Death of Bishop's Sister.

Sister Mary Regina Cosgrove, C. B. V. M., a sister of Rt. Rev. Henry Cosgrove, Bishop of Davenport, Ia., died recently at St. Francis Academy, Council Bluffs. She had been a member of the community of the Sisters of Charity of the Blessed Virgin Mary for over thirty years, and taught in Chicago, Clinton and Devenport before going to Council Bluffs.

Sister Mary Cassia.

Another name has been added to the mortuary record of the Sisters of Mercy of Saint Xavier's, that of Sister Mary Cassia Brazill. Friday, the Feast of the Purification the Divine Master summoned her to receive the crown of life prepared for her. During the twelve years of her religious life Sister Mary Cassia was a faithful, successful teacher at St. Gabriel's School, devoted to the welfare of her pupils and beloved by them.

The funeral was held from the chapel of Mercy Hospital, Rev. E. Loftus, chaplain of the hospital, being celebrant of the Requiem High Mass.

Sister of the Holy Cross Dead.

The death of Sister Mary Anastasia (Jane Ryan) on February 6, takes from the ranks of the Sisters of the Holy Cross one who for sixty years has been a devoted member of the Congregation. Though exempt from active service for some time, Sister Anastasia ever manifested a lively interest in all that concerned the welfare of St. Mary's, Acady, Notre Dame, Ind.

As a teacher of superior mould, Sister Anastasia held positions in the schools at Philadelphia and Lancaster, Pennsylvania; for some time she was stationed at the Assumption School in South Bend, and later taught in the Academy at St. Mary's.

Dubuque College.

Dubuque College is in receipt of \$5,000 for a scholarship fund, the donor being a priest. The increasing prominence of the college in the field of education attracted the notice of the clergyman, who is not a member of the Archdiocese of Dubuque.

Notre Dame Notes

A course in the science of aeronautics will be added to the curriculum at the University of Notre Dame if plans are accepted by the faculty as outlined by Alan R. Hawley, president of the Aero Club of America. Rev. Matthew Schumacher, director if studies, is in favor of the course and has accepted the Aero Club's offer of two medals of merit to be awarded to the students of Notre Dame who write the best essays on the aeronautic subjects assigned.

Rev. John Cavanaugh, C. S. C. president of Notre Dame, has been delegated to appoint a committee of seven who will make plans for the establishment of the city manager form of government in South Bend, Ind.

"Forgiveness," a poem by Rev. Charles O'Donnell, has won a place in the "Anthology of Magazine Verse," a collection of the best poetry appearing in magazines during 1916. Father O'Donnell is professor of poetry at Notre Dame.

Archives Contain Valuable Letter.

A letter written December 4, 1805 to Bishop Carroll of Baltimore by James Madison, who three years afterwards became President of the United States, regarding the enrollment of his son in St. Mary's College, now St. Mary's Seminary, has been found in the archives of the Cathedral of Baltimore.

Official Bulletin of the 1916 Convention.

The official bulletin of the International Federation of Catholic Alumnae for the year 1916 has just been published and sent to governors of State alumnae and all secretaries of associations throughout the United States and Canada.

The bulletin is a comprehensive resume of the executive sessions of the Federation during the year recently ended, and contains also important excerpts from the proceedings of the second biennial convention held in Baltimore in November last.

Included in these are the names and addresses of governors for 1917-18, a complete list of delegates and alternates from the various alumnae associations present at the convention and a presentation of the resolutions submitted and endorsed by the convention body.

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- Mary Stuart and Her Friends, 30c
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- June Exercises, 30c
- (The last five plays may be had in one volume entitled, "The Queen of Sheba and Other Dramas," for \$1.60.) All plays payable in advance. Payments by Bank Checks will not be accepted unless accompanied by 25c extra to pay for exchange. No plays sent on approval. Descriptive Catalogue sent on receipt of 2c. American stamps not accepted.

Address S. M. A.

St. Mary's Academy, Winthrop, Mass.

The Stereopticon an Essential in the School.

No teacher of this day need be told that pictures have great educational value; nor that stereopticon pictures are superior to any other form of illustrative material. And that no school is well equipped without at least one stereopticon. So important is this work considered that in New York State the Education Department maintains a Division of Visual Instruction to supervise it, and the Department's immense collection of carefully edited and classified lantern slides is placed at the disposal of public schools throughout the state.

Children are Thing-Minded and Book-Minded, so-called. But while the former class is interested with difficulty in book study, they, in common with all children, absorb every scrap of information imparted in pictorial form. The life-like quality of pictures appeals to the active imagination of the child in a way which older persons can scarcely comprehend. Herein lies a suggestion for combating the lurid corner "movie", with worth-while pictures calculated to stimulate in these Thing-Minded children an interest in reading and in books.

If, instead of an hour devoted to a hurried review of a great number of slides, a half-hour be spent in a thorough study of a few carefully selected subjects, the amount of matter retained is sure to be more important in substance, if not greater in amount, and certainly will make a more lasting impression than the kaleidoscopic effect obtained from the average stereopticon lecture. Such a lesson should challenge thought and deepen impressions.

Not pictures alone, but diagrams and mere statistics grip the attention when flashed upon the screen. One Balopticon enthusiast uses her instrument to teach spelling to her classes. Many instructors use the Balopticon to throw music and the words of a song upon the screen, thus arresting the attention of the pupils and saving the expense of having duplicate copies made. This method is very convenient indeed when using one of the Balopticons which projects on the screen any sheet of music or book page placed in it, without using lantern slides.

The subjects which most naturally present themselves as adapted to stereopticon presentation are, of course, geography, history and literature. T. E. Westlake, writing in "Camera Craft" on "Fun and Profit from a Balopticon", says: "If we desire to inform ourselves of any particular subject or locality, we can usually rent a set of slides illustrating that subject more completely than a dozen books could. In history and in literature as well, stereopticon slides should be used to revivify the past and to localize scenes and events. The life of the people—their homes, habits and customs—can all be vividly depicted through the agency of lantern slides. Fundamental truths, important generalizations, too abstract to be grasped when presented in bald matter-of-fact statement, upon being projected in pictorial form, are readily comprehended. For the teaching of bible history, no better method can be found. Sets of colored lantern slides can be obtained from a number of Catholic dealers.

Aside from its serious use as an educational factor, a stereopticon affords an excellent means of entertainment for school and church. The priest or layman who has just returned from the "old country" or from a visit to Rome is nearly always available, and a series of such lectures not only form a valuable feature of the parish activities, but quickly pay for the stereopticon itself.

Stereopticons, as represented by the Bausch & Lomb Balopticon, have reached the stage where any pupil can operate them without previous experience. Where electricity is available the lantern is connected to any light socket, a new form of Mazda lamp being used which is automatic like any incandescent, but remarkable for its brilliancy and economy of current. Where there is no electricity, an acetylene burner with a small supply tank, as used on motor-cycle and automobiles, is provided. Some of the Balopticons operating on electricity have the great advantage of projecting on the screen, post cards, book pages, solid objects such as minerals, flowers and biological specimens, direct in their natural colors without making into lantern slides. A wealth of material is thus rendered immediately available.

While extremely simple to operate, the Balopticon is a scientifically constructed apparatus of the highest quality, and is used in a majority of the colleges and universities throughout the country. Several models are designed especially for such use in science departments, permitting microscopic objects to be projected and a wide variety of demonstrations in physical, chemical and biological laboratories to be made. These are described in the Balopticon Catalog, which is a most interesting record of projection apparatus in all its forms and developments. A copy can be obtained by writing the Bausch & Lomb-Optical Co., 597 St. Paul St., Rochester, N. Y.

EDUCATIONAL NOTES.

(Continued from Page 478).

They should be catholic as well as Catholic. From those books our children should learn something of the vast range and scope of history, of literature, of art, of science and discovery. On the other hand, there is no need that they should be anthologies or miniature encyclopedias.

They should be graded in accordance with the most dependable findings of child psychology. Nobody should attempt to edit such books who does not know something of the child mentality, of psychology and of practical classroom work.

They should be suggestive and stimulating. The text itself and the editorial comments and queries should stimulate healthy mental activity on the part of the pupils and lead them to wider fields of reading.

INSPIRATION POINTS. Carlyle has well said: "We cannot look, however imperfectly, upon a great man without gaining something by him. He is the living light-fountain, which it is good and pleasant to be near." Some of the greatest men are the saints; and if we would have our children attain true greatness, we will be mindful of the importance of leading them to know and love the holy ones of God.

School Books Direct From Publisher.

Along with the advancement in other lines, the publishing business has been making the usual good progress, especially that pertaining to school books.

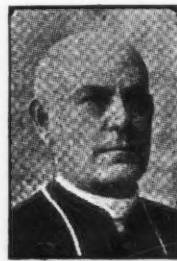
The Midland Publishing Company, Madison, Wis., gives exclusive attention to the school trade, publishing certain text books for which there is a large demand. One of these, Wright's Civil Government of the U. S. and of Wisconsin, has been in general use for over thirty years and has had a large sale, particularly in the state of Wisconsin. It has recently been revised and brought up to date and leading educators of the state pronounce it an ideal text for the study of the constitution whether in district, graded or high schools.

The Constitution of the United States and that of the state of Wisconsin are required by law to be taught in the schools. That this law is not complied with by the substitution of a book on civil government, containing only a synopsis of both, is established. The book handled by the Midland Publishing Company answers the purpose for which it was intended.

Teachers and those in charge of schools may obtain, upon request, from this company a complete list of books published by them for school and reference.

The Catholic Poets

"LOVING CONFIDENCE" by Archbishop Spalding



Archb. Spalding.

Besides his place as a churchman and a publicist, and as a writer of a series of strong essays, Archbishop Spalding has proved his all round literary character by the publication of several books of poetry. His volume "God and the Soul" appeared twelve years ago. It is, we believe, the third volume of poetry that he has published. He resigned the bishopric of Peoria, in 1908, and in the following year was given the dignity of titular Archbishop of Scyphonolis. Archbishop Spalding died in August last after having been in delicate health for nearly ten years, during which time his writings were comparatively few.

As to a father, walking in the night,
A little child clings close, nor sees the way,
But trusts to him, knowing he will not stray;
So I hold on to God by faith, not sight.
The way is dark, but He will guide aright;
And through the gloom I move, nor look for day,
But all my journey in His keeping lay,
Nor doubt that He will bring me to the light.
O Father! lead me on! Thou who hast set
My feet in thorny road; Thou seest my need;
The path I tread with bitter tears is wet,
And many wounds I bear that pain and bleed;
My sore distress Thou never canst forget,
Since with Thy Son I for Thy pity plead.

CALL FOR BINDERS.

We have ordered a limited number of patent self-binder covers for volumes of The Journal. Most of these have already been spoken for. The remaining few will be sent to those who make first response to this notice, enclosing \$1.15 for binder and shipping. We have had these binders made up especially for The Journal as an accommodation to many who wanted a volume binder that would also hold the copies of the magazine as they appeared from month to month.



Entirely Free From the Trouble. 4

I was troubled for some time with my right arm, which I couldn't raise up to my head; it often felt as if asleep. I tried all sorts of liniments, but it did not help any; was advised to go to Hot Springs, but couldn't afford it. Then I tried Pastor Koenig's Nerve Tonic, and after taking one bottle of it I was entirely free from the trouble. Shall be glad to recommend the Tonic.

Mrs. J. H. Wiest.
Miss L. Dubuison, of Cuerns, Miss., writes that she was troubled with nervousness for two years and was cured of it by one bottle of Pastor Koenig's Nerve Tonic.

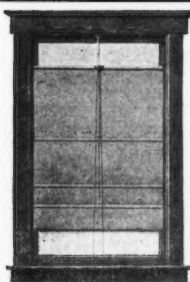
Elizabeth Bertles, of Whitechurch, Mo., says that she was so afflicted with nervous prostration that she could not eat or sleep good, nor work; had night sweats and was all run down; but after using Pastor Koenig's Nerve Tonic a few days only I slept well, had a good appetite and after a few months improved so much that I could do quite a lot of housework again.

FREE A Valuable Book on Nervous Diseases and a Sample bottle to any address. Poor patients also get the medicine free. Prepared by REV. FATHER KOENIG, of Fort Wayne, Ind., since 1876, and now by the

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Henry Ford Builds Catholic Orphanage.

Henry Ford, the automobile manufacturer, is building a Catholic orphan asylum in Detroit, which will have a valuation of nearly a million dollars.

The present orphanage, St. Francis' Home, was built in 1907, as a memorial of the golden sacerdotal jubilee of Bishop John S. Foley. Later on, the Ford Company located on the land near the home. The extension of business led to the purchase by Mr. Ford of the orphanage property. He offered a thirty-three acre tract in another part of the city, and to erect a building twice the size of the present home.

The Very Rev. Father Marron, chancellor of the diocese, accepted the offer. It will accommodate 550 boys and 50 Sisters.

THE CHRISTIAN BROTHERS.

In Europe, the Christian Brothers have 418 houses; in Africa 42; in Asia 32; in North America 140; in Central America and West Indies 23; in Australia 4. In the whole world their foundations number 725.

GIFT OF \$50,000 TO HOLY CROSS COLLEGE.

Students, alumni and friends of Holy Cross College, Worcester, Mass., were delightfully surprised this week, when Rev. Joseph N. Dinand, S. J., president, announced a gift of \$50,000 to the Diamond Jubilee fund which is being collected by the alumni of the college. The name of the donor was not announced, but he is the object of the blessings of all friends of the college, says The Catholic Messenger.

DUBUQUE SCHOOLS FREE

Most Rev. James J. Keane Archbishop of Dubuque, Iowa, has issued a letter to the pastors in his see, in which he decrees the end of the practice of charging stated fees for attendance at parish schools. Commencing this year, attendance at all parish schools in the archdiocese will be free, as in most other dioceses.

College of Women.

A new Brooklyn college for women has been given a provisional charter. It will be known as St. Joseph's College, and will be under the supervision of the Sisters of St. Joseph to whom the charter was granted.

ROMAN COLLEGES CLOSED.

The magnificent Canadian College building in Rome is closed; also the German, Bohemian and Ruthenian ecclesiastical colleges.

Singapore, in the extreme southern part of Asia, is on an island, 30 by 15 miles. Its population is about 400,000. The Christian Brothers have a college there with about 1,200 students.

Rev. John A. Dillon, supervisor of parochial schools for the Diocese of Newark, estimates the attendance in the schools at 63,000 pupils.

Just say: "I Saw It In C. S. Journal."

Observes Nineteth Birthday

Mother Gertrude, of the Sisters of Charity, at the motherhouse of that Order in Dubuque, Ia., celebrated the nineteth anniversary of her birth in January. She was born in Ireland Jan. 20, 1827, and entered the Order in Philadelphia seventy-five years ago last September.

Memorial to Spalding.

In memory of Archbishop Spalding, a \$25,000 bronze monument is to be built at Peoria, Ill.

Did Not Leave Convent Grounds in Fifty Years.

Sister M. Neri Juillart, of the Ursuline Sisters of Brown County, Ohio, who celebrated the fiftieth anniversary of the religious profession recently has a record that will doubtless stand as unique, in that during the fifty years that have passed since her profession at the Brown County Convent, she has never found occasion to leave the convent grounds.

Memorial to Father Leo.

As a memorial to the late Father Leo Heinrichs, O. F. M., who was shot and killed by an anarchist when he was giving out communion in St. Elizabeth's Church, Denver, Colorado, several years ago, and who may be canonized in time as a martyr saint, a Franciscan school was recently dedicated at Croghan, N. Y. It is known as the Father Leo Memorial School.

Memorial to Daughter.

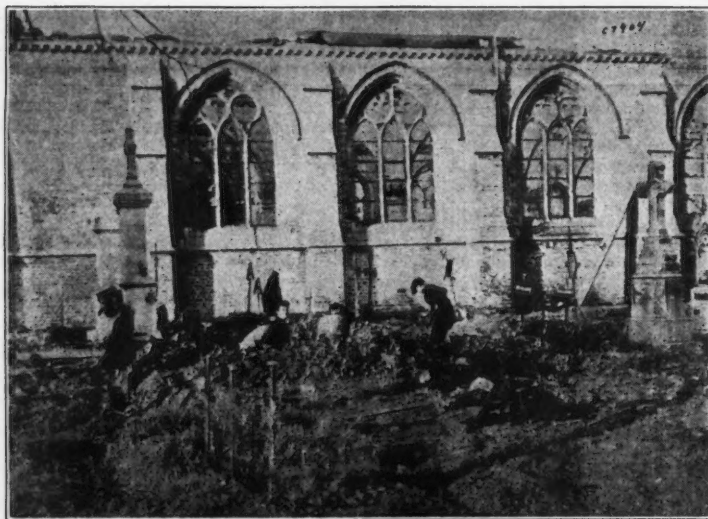
A magnificent new Carmelite monastery is to be erected in Santa Clara, Cal. It is said it will cost over \$200,000. The drawings were made along the lines of the Carmelite Convent of Avila, Spain. The chapel will support a belfry with chimes. The monastery will be a memorial to the late Mrs. Francis J. Sullivan, whose daughter is a member of Mt. Carmel of Santa Clara.

Catholic Students Victorious in Contest.

Some time during December the Davis National Bank of Piedmont, W. Va., placed a number of handsome calendars in the school buildings of that city, offering three prizes for the best essay written by any grade pupil of the schools on the subject of the calendar "The Stars and Stripes Forever." Thirty-nine pupils of the public and parochial schools competed. The name of the writer did not appear on the essay, but instead some identifying mark was placed on the same, and the name of the writer was in a sealed envelope, which was not opened until the return of the papers by the judge. The winners were all pupils of St. Peter's Catholic School.

Fifty Years a Monk.

In Downside Abbey, England, His Eminence Cardinal Gasquet has just celebrated the fiftieth anniversary of his clothing with the habit of St. Benedict. Only the Downside community and the chief representatives of the Benedictines in England assembled to join with the most distinguished English monk in his thanksgiving to God for his fifty years of monastic life.



CHURCHYARD RESTING PLACE OF A COUNTRY'S MARTYRS.

After the warring hosts have ceased their work of carnage and destruction and have retired from the field, the gleaners of the battlefield are set to the task of removing the dead. Sometimes this duty is performed by the saapper squads of the opposing forces, under a flag of truce and sometimes by natives of the district who remain despite the conflict. Oftentimes, when a battle is waged between the lines the bodies are not removed and are left to putrefy, spreading death and disease among the warriors themselves. The picture shows natives of Northern France performing last sad rites for victims of the war.

Who's Who Among Prominent Catholics

THE ARCHBISHOP OF ST. PAUL

Archbishop John Ireland of St. Paul was born in Kilkenny, Ireland, Sept. 11, 1838. He is now in his 78th year.

Removing, with his parents, to America, in 1849, he began his education in a parochial school at St. Paul, and was later sent to France to study, by Bishop Cretin of St. Paul. After his ordination in America he became a chaplain in the Fifth regiment of Minnesota volunteers, serving for a long period during the civil war.

Father Ireland became a bishop on Dec. 21, 1875, and was made coadjutor to Bishop Thomas L. Grace of St. Paul. Upon Bishop Grace's retirement in 1888, Bishop Ireland succeeded him and at the same time was raised to the station of an archbishop.

A narrow horizon has never bounded the intellectual views of Archbishop Ireland. His high altruism reaches out toward every enterprise in the moral and spiritual world. He is the author of a well known book, "The Church and Modern Society." Yale University has conferred upon him the title of doctor of laws, and leading alumni have advocated the placing of his name on the board of trustees.

The fame of Archbishop Ireland is known on both sides of the Atlantic. His perfection in the French language has made him the invited guest of the French Academy, and he was selected as orator at the unveiling at Rheims, some ten years ago, of the majestic statue of Joan of Arc. He was the chosen representative of ex-President



Most Rev. John Ireland.

McKinley to deliver the address of formal transfer by the United States to France of the Lafayette statue.

In addition to being a churchman, scholar and public man, Archbishop Ireland is a leader in the temperance field and has been called "The Father Mathew of America." In his native land he is often quoted as saying, "Ireland sober is Ireland free."

The building of a new and magnificent cathedral at St. Paul is one of the crowning events in Archbishop Ireland's career. His friends and admirers all hope to see him the recipient, at an early day, of a high mark of Rome's recognition and appreciation.

He has been the speaker at most of the great church celebrations in the middle west for the past 20 years.

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HEALTH HINTS.

Uncle Sam as a Teacher of Health and Sanitation.

Uncle Sam has entered the lists as a health teacher of the most approved modern type. His rod is a pointer, his class bell a squegee, his charts and text books are all merged into the big white screens and stereoscopes.

He has taken to emulating the Chinese and adopting the ideograph method of teaching his people health and sanitation; for after many laborious years he has come to a realization that logical ideas as expressed in pictures make a more lasting impression than volumes of scientific literature or months of "high-brow" discourse.

In this progressive plan of teaching the nation at large hygiene and sanitation through pictures, the project, like all others fostered by the government, is rapidly assuming gigantic proportions. There are now, after about two years of preparation, 9,000 slides in the collection of the public health service, fully 4,000 of which are in constant circulation, from one end of the country to the other.

This vast group of slides comprises one of the few circulating libraries of lantern slides of the government. They are loaned, free of any cost, to physicians, educators, welfare workers, health organizations, and, in fact, to any and all institutions and to public speakers and club leaders. And they are doing most notable work in this effective mode of education.

Thrown upon the screen, many of them in natural colors, these pictures drive home plain facts, vital facts, about daily living conditions and the prevention and cure of diseases, with a force that no amount of printed bulletins could ever obtain. Claiming the attention, they chain the interest without effort as they graphically tell their story.

Moreover, these slides cover every phase of the subject, showing every step in the development of disease under discussion, its causes, effect, mortality, economic loss, its elimination and its prevention.

They bring down, by their clearness and continuity, to the plane of everyday understanding many facts that heretofore both the classes, as well as the masses, have viewed only in the distance and through the mystifying scientific eyes of the trained physician, whose best efforts to arouse personal responsibility frequently fall far short of the desired results.

The views taken of cases and conditions are the painstaking work of experts of the public health service, gathered from all of the many lines of activity through which this bureau seeks to safeguard the public health. Each one has a special meaning, taken with the purpose of illustrating a certain point. In short, each picture is a distinct link in the chain of evidence collected to be used against the elements that conspire against the good health of the population.

In many instances these views so carefully chosen by specialists in each subject to tell their particular story forcibly and clearly bring to the people who see them their first adequate conception of health problems and the highly important part each person must play in aiding in their solution.

The slides cover many subjects and are classified. For some, there are more than a hundred views; others in which investigation for pictures has but recently begun are few, since it requires months of work to select and photograph just the consecutive bits of information that can be pictured for the eyes of the public.

But it is the plan of the bureau to enlarge the number and perfect the slides until each subject may be presented before any type of audience that may desire to see it and convey to them information they are seeking.

Some of the subjects are now prepared with a scope that is designed to fit the understanding of any audience, as is true, for example, of the group illustrating the bubonic plague.

With the touch of the button may be unfolded a simple story of the great plague, made to fit the child from the kindergarten, for it begins with a photo of a tiny tot laboriously picking a flea from her pet dog, whose patient submission reflects his love for her. This subject may also be expeditiously and lucidly spread upon the screen for the edification of an audience of interested adults such as any citizen's association or civic welfare club would call together.

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CATAWBA (Sourly) - - - -	.95	4.00	13.50
ELVIRA (Very light and sourly)	.85	3.75	12.50
REISLING (Sourly, not so tart as Catawba) - - - -	.85	3.75	12.50
RHINE WINE (Sourly, im- ported from Germany) - -	2.50	8.50	30.00

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CHATEAU LA ROSE (Not tart, a trifle sweet) - - -	1.25	5.00	16.00
GOLDEN CHASSELAS (Sweet tinge) - - - - -	1.15	4.75	15.00
CHABLIS SUPERIOR (Acme of perfection) - - - - -	1.05	4.50	14.50
CHATEAU YQUEM (Banquet Wine) - - - - -	1.00	4.00	13.50
FONTAINEBLEAU (Sweet) -	1.15	4.75	15.00
VINUM ALTARIS (Imported from Spain, trifle sweet) -	2.25	7.00	26.00

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Again, for the most erudite medico and college professor, with their respective classes of scientific or professional students, is the same theme offered with an astonishing miniature that encompasses all of the known data on the life history of the plague flea and the tracks of every known variety of rat that serve it as a carrier.

Hence the applicant for the use of a set of slides upon a chosen subject has but to indicate the kind of audience for which the lecture is intended to be supplied with the exact range of pictures that will best fit the occasion.

Under the head of "Typhoid" there are 350 views, and the spectators at lectures where the public health service slides are exhibited are shown pictures of unclean living, how milk is infected, what the results of infection are, how water is polluted, the improper disposal of sewage, and the role played in the spread of infection by the fly. Then, also, are shown the many methods of prevention that have worked wherever tried. These include the proper care of milk, the avoidance of water pollution and the prevention of fly breeding.

Eighty pictures tell graphically of conditions in Alaska. Peculiarly interesting are the queer houses with their ever-present totem poles, their sleds placed high above the reach of the dogs, who destroy the harness, the skull-marked graveyards and the sealskins on their drying racks. Along with all of this wonderful display of typical local coloring, peculiarly Alaskan, is portrayed the pathetic living conditions and the great problems which the public health service is constantly working to solve to lessen disease and suffering in that land.

Similar stories are told by the views on malaria, yellow fever plague, Rocky Mountain spotted fever, all of which are of especial interest to the certain sections where these scourges prevail. In the case of the hookworm no less than ninety views describe the geographic distribution of the disease, its economic importance, the life history of the parasite, its invasion of the human system and the resulting effects. Living conditions and also many instances of patients who have been cured are also given.

Pellagra, with its statistical data, its distribution and all of the horrors it entails, runs through sixty slides.

Housing and living conditions of the rapidly diminishing tribes of American Indians are shown in half a hundred films, and the same number is devoted to the diseases of children. These are more scientific than popular, and were designed for the use of physicians.

Slides on leprosy, milk, mouth hygiene, parasites and organisms of all descriptions, including those found in all kinds of water, rural schools, small-pox, trachoma, tropical diseases, miscellaneous subjects and the complete work of the public health service were prepared and exhibited to the number of several hundred at the recent exposition. They are all classified and ready for use by the public.

Of all of the exhibits in the lists of slides there are none more graphic nor convincing than the hundred views depicting the various phases and conditions that attend the great white plague, tuberculosis. This scourge of America, which is considered preventable, is shown in all of its appalling magnitude. There are a number of charts of estimated statistics that are startling in the forcefulness with which they are presented. The great pity of it is that it is not possible under present laws covering vital statistics to know the correct death rate from this or any other disease.

Only about one-half the total population of the United States is included in the registration area, many states, like Texas and New Mexico, having no laws of vital statistics. As long as these conditions remain mortality estimates cannot be made with accuracy. They are at best guesswork, and, of course, made upon the most conservative lines.

Ex-President Roosevelt estimated that in the United States, where this scourge is the greatest, there are twenty-five deaths per hour, 5548 every day and 200,000 every year.

The slides, however, do not confine themselves and their impressive lessons to the horrors of these various diseases, but also carry fully as much of the optimistic side, showing the means of prevention, care of patients, alleviation of suffering, the cure, with many groups of patients who have been cured of many of these terrible afflictions.

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Blind Institute in N. Y.

The Catholic Institute for the Blind, formerly located at Aqueduct avenue, Bronx, New York, has removed to a new home, recently purchased, at Two Hundred and Twenty-first street and Eastchester avenue, Williamsbridge, formerly the estate of Princess Aymon de Faucigny. The property comprises a house of very generous proportions, unusually well suited to the purposes of the institute, with about six acres of ground, all within easy distance of New York City proper. There are now twenty-four blind children in the care of the institute, but the new home will accommodate fifty. These children are carefully looked after physically, and as to their religion by the Dominican Sisters. They are taught to read and write and are instructed in all branches of mathematics by the most improved systems for the blind. They are likewise taught basket work, hammock and net making, music and other things which will tend to make them self-supporting and independent when they leave the institute.

RHYMED PRAYERS.

In the course of a suggestive article on "Prayers for Children" contributed to the Downside Review by the Rt. Rev. Bishop Butt we find a plea for rhymed prayers, the value of which, to our mind, is too little appreciated. "Children delight in rhymes," says the Bishop; "and most of the modern prayer-books now and then 'drop into poetry,' which necessarily means taking trouble.

The trouble of composing suitable rhymed prayers for the use of our children is so well worth while that we hope no one with the talent for verse-writing and an understanding of the child mind will be deterred by difficulties which ordinary painstaking and perseverance would soon overcome.

The sacred dogmas of the Church may also be taught in rhyme as illustrated by the following poem:

THE EUCHARIST.

By Edward C. Walshe.

Come, ye faithful, and adore Him
In the sacred Mystery;
Humbly bend the knee before Him,
Once again 'tis Calvary.
Now it is a clean oblation,
For no drop of blood is spilled;
Sacrament for Man's salvation,
Ancient prophecy fulfilled.

Bow the head in adoration,
Let no whisper stir the air,
Kneel in pious meditation
On His holy presence there.
Ponder on the endless graces
Of this Sacrament divine,
Love and Mercy it embraces,
Wondrous change of bread and wine!

Now it is the Elevation,
Hark! the bells in sweet accord,
Look, and say in salutation:
"It is Thou, my God, my Lord."
Christ, our Savior, now is present,
Here before us veiled from sight.
Come for prince and humble peasant,
Sacrifice from Calvary's height.

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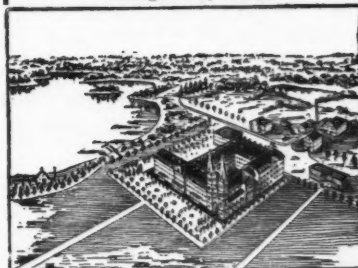
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SCHOOLS AND EPIDEMICS.

Doubt as to the wisdom of closing schools in epidemics of contagious disease is expressed by Dr. Francis George Curtis, of Newton, Mass., in a Health Hints bulletin on the "Health of School Children," recently issued by the Bureau of Education. He says: "If the schools are closed when an outbreak occurs, the children are turned loose from supervision; they mingle freely with one another in the streets, on playgrounds, and in each other's houses. They are having an extra vacation and enjoying themselves thoroughly and are unwilling to admit that they feel ill, lest they be kept at home and prevented from having a good time. For this reason they will not say they feel ill until the disease is well advanced, and they may be active sources of infection for some time before it is discovered that they are ill."

"If the schools are kept open and the children continue in the classrooms as usual, they are under strict observation and examined daily by the school physician, suspicious and infected cases being sent home for observation or treatment."

"In this way many children are sent home before they have had an opportunity to infect others, thus reducing the probability of spreading infection. Further than this, the attention of the parents is called to the fact that the child is feeling ill and he is brought under treatment earlier."

"It seems, therefore, that keeping the schools open offers the best chance of safety for the pupils, both collectively and individually."

"Instead of closing the schools and allowing the children to be scattered and removed from supervision, when an outbreak appears the schools should be kept open as usual and the children urged to attend. The school physician and nurse should be detailed to the school where the outbreak has appeared and instructed to examine every child daily, excluding such as appear ill or suspicious. This can be done with very little disturbance of the school work. A note must be sent to the parent stating that the child seems, or is, ill and must be seen by the family physician. Suspicious cases must be ordered to remain at home until further notice, and, if necessary, must be visited in order to settle the diagnosis. Absentees must be rounded up and examined in order to find out why they have been kept at home. If they are ill, they must be isolated, and, if well, urged to return to school."

This, of course, applies to schools in cities in which school physicians, or nurses, or both are employed.

FIRE DESTROYS COLLEGE.

The Ursuline Sisters report the destruction, by fire, of the old Arcadia College building, Arcadia, Mo., which burned last Friday morning, a week ago. The origin of the fire is unknown. The loss is \$75,000; the insurance covers one-fourth of the loss. At the first sound of alarm the Sisters lead the students to a place of safety. No one was hurt.

EIGHTY-FIVE SEMINARIES.

The Church in the United States now has eighty-five ecclesiastical seminaries, with an enrolled membership of about 7,000 young men studying

of about 7,000 young men studying

\$750,000 FOR SEMINARY

Bids have been asked for a hall of philosophy to be erected at a cost of \$750,000 on the grounds of St. Joseph's Seminary, Dunwoodie, N. Y. The new building will be more than 200 feet in length and five stories high. The architecture will be a combination of Renaissance, Italian and Gothic.

TO BUILD NEW SCHOOL HOUSE

The members of St. Francis congregation, De Pere, at a meeting last week decided to build a new parochial school, which has been badly needed for some time past. The new building is to cost about \$15,000 and work is to be started early in the spring of 1918.

The motherhouse of the Felician Sisters, Pittsburgh, (who have a house in Milwaukee), have purchased a \$500,000 property in that city.

NEW LABORATORY.

One of the finest of the buildings that are being erected in connection with the Catholic University at Washington, D. C., is the Martin Maloney Chemical Laboratory. It is the gift of Marquis Maloney, of Pittsburgh.

At the Catholic University, are now eleven religious bodies, each with its own land and buildings, besides Trinity College and Sisters' College. The University is becoming the most extensive religious plant in the whole Church. The students registration of this year is about 650 and of this body 450 are lay students, coming from 35 states of the Union. By next autumn, the Sulpician Fathers will complete, at the Catholic University a House of Studies for their advanced students. At the same time they will open there a scholasticate.

Schools for Negroes

According to the latest figures furnished by the Director General there are now 160 schools attended by over 16,000 children. Twenty-three communities of religious women teach in these schools, of which two are colored and 21 white religious.

The best known white sisterhood is the foundation of Mother Katherine Drexel, the Sisters of the Blessed Sacrament, established in 1890, with a present membership of about 300 nuns whose special vows obliges them to labor for the Negroes and Indians.

Last year, through the generosity of Mother Katherine, the old Southern University in New Orleans was purchased and converted into an institution of higher learning for Colored boys and girls. Under the title of St. Francis Xavier's University.

POPULATION UNITED STATES.

Census Bureau experts estimated recently that the population of the United States on Jan. 1 was 101,208,315 and that by July 1 it would be 102,017,302. On July 1 last year they figured the population at 100,399,318.

Western States have led in growth Washington heading the list, with Oklahoma, Nevada, North Dakota and New Mexico following in the order named.



The Teaching of Oral English.

Emma Miller Bolenius, Professor of English and History, Roanoke Woman's College, Salem, Va., in an inspiring and timely work on "The Teaching of Oral English," just published, says:

"No one questions the importance of correct, clear effective speech. All schools emphasize written composition; progressive schools are beginning to place oral composition on an equal footing, giving to both a good share of time, for in expression, practice directed by theory is what counts. It must be the kind of expression that makes an impression. The need of a system of oral composition was recognized by the New York State Association of English Teachers, meeting at Columbia University when they revised the college entrance requirements as follows:

- (1) Test of written composition by a theme based on personal experience.
- (2) Test of range of reading and literary appreciation by questions based on general reading.
- (3) Test of the candidate's power of oral expression by reading aloud and by conversing.

It is also significant that the High School Teachers' Association of New York City in revising the course of study for secondary schools gave more prominence to oral composition and to reading aloud.

How systematized oral composition work, correlated with other studies brought out astonishingly good results in the large school conducted by the author is here outlined. The value of "one-minute talks" given by the student from the front of the room facing the class, is especially emphasized as an incalculable aid in curing faults and in developing thought. But these talks to be effective must be given at least once a week.

To secure the hearty co-operation of pupils in this crusade for clear, correct and effective English, the author takes the students into her confidence in an intimate talk, explaining to them:

"The class will be a little club to help you to become good talkers, good writers, good thinkers, good appreciators. It is to be a "Mutual Benefit Society, in which each helps the other to overcome his faults and to develop his strong points. It was Boileau, the French critic, who said: 'The style's the man.' Therefore we will help each one of you to bring out your personal style, your individuality. To do this, each one here must pull with us and do his best to develop himself. You will learn to think on your feet, to speak entertainingly, to hold an audience—if you do your part."

Next she holds up before the class the ideal or standard of what constitutes a fine speaker, an erect and graceful position, a correct and well modulated voice, a correct, clear, concise, coherent and convincing style with ideas full, correct and interesting.

Training such as this, followed up, will result in a discernible improvement in the student's position, voice, style and ideas. It will result in teaching classes of pupils to speak their mother tongue with fluency and precision.

Right in line with the movement for "good citizenship" it will develop students able to assemble their thoughts and speak extempore in public. As a first aid to oratory, it will be of great service in the development of character.

Training for Sobriety.

That the adoption of prohibition argues a deplorable failure of the moral means provided by the Church against the abuse of strong drink, Bishop Canevin, one of the strongest advocates of total abstinence in our hierarchy, observes in the course of a paper (Catholic Temperance Advocate, Vol. VIII, No. 2, pp. 18 sq.): "—the widespread, destructive, scandalous evils of intemperance, and the silence and apathy of parents, pastors, and teachers to the dangers and abuses of the drinking customs and the drink trade of this country are responsible largely for the uprising of Catholic Americans with their determination to legislate against these evils. When boys and girls are

A Practical Course in Touch Typewriting

The Twelfth Edition of "A Practical Course in Touch Typewriting" by Charles E. Smith, marks an epoch in the history of touch typewriting. Mr. Smith has been for a number of years closely associated with practically all the world's most famous typists and has thus had an unusual opportunity of keeping in touch with the best methods of imparting instruction in typewriting.

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not trained to sobriety, by word and example, in their parishes, the people will sooner or later invoke the law to suppress the enticements, occasions, and scandals of intemperance."

The practice obtaining in many parishes of having "First Communion Bands" take the pledge up to the age of twenty-one, is excellent training for sobriety, for as "the twig is bent, the tree is inclined."

A BEAUTIFUL ALLEGORY.

Tophronius, a wise teacher, would not suffer even his grown-up sons and daughters to associate with those whose conduct was not pure and upright.

"Dear father," said the gentle Eulalia to him one day, when he forbade her in company with her brother to visit the volatile Lucina, "dear father, you must think us very childish if you imagine we should be exposed to danger by it."

The father took in silence a dead coal from the hearth and reached it to his daughter, saying: "It will not burn you my child, take it."

Eulalia did so, and behold! her delicate white hand was soiled and blackened, and as it chanced, her white dress also.

"We cannot be too careful in handling coals," said Eulalia in vexation.

"Yes, truly," said her father, "you see, my child, that coals, even if they don't burn, blacken. So it is with the company of the vicious."

USING PARISH BUILDINGS.

It seems we do not make enough use of our parish halls and school buildings. At least, that is the view of the Rev. Edward Hawks, of Philadelphia, who in a paper read before the National Conference of Catholic Charities, and printed in the St. Vincent de Paul Quarterly, makes a strong argument for Catholic community centre work. Father Hawks is aware of all that may be said against such effort, and is not in the least disconcerted by it. He is not an empty theorizer, but a worker who has had practical experience in this sort of settlement work, and knows whereof he speaks. He has much to say in detail of just what has been attempted, and an interesting tale to tell of noble results achieved. As comparing Catholic efforts with those of others, he says:

"I know that it is urged that the so-called 'Institutional Church' is a failure. The boys' clubs, swimming pools, and sewing classes do not increase the church membership. I have seen this very objection repeatedly urged in non-Catholic journals, with a great deal of truth. But I think that this answer can be made. The 'Institutional Church' is in nearly every case a non-Catholic organization. It does meet with success along those lines in which it can hope to be successful. It does afford opportunities for young people to advance themselves socially. It does teach them economy and refinement. If it does not make practical Christians out of them, that is only because its Christianity is ineffective, because it is not able to supply the needs of the soul, because it can not give divine certitude to the mind. I think there is some truth in the charge that the 'Institutional Church' confuses the means with the end, and does make people think that the essence of religion lies, not in believing the truth, but in living an outwardly respectable life. But this confusion can exist only where there is no true faith to propound. Such an objection would not be valid in the case of the Catholic Church engaging in social work. It would always be clear to everyone, that the Church was solicitous about improving social conditions only in order to be able to save men's souls more surely.—('The Ave Maria.')

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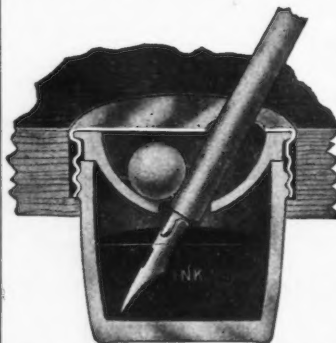
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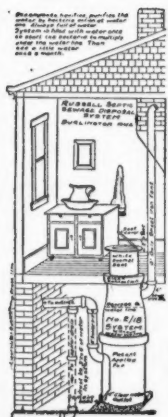
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Book Notices.

"The Teaching of Oral English." By Emma Miller Bolenius, A. M., Columbia. Professor of English and History, Roanoke Woman's College, Salem, Va. Cloth, 214 pages. List Price \$1.20 J. B. Lippincott Company, Philadelphia.

This practical work is designed to meet the new movement in favor of systematic practice in oral composition, a movement endorsed by the National Council of English Teachers. How the author systematized oral composition, correlating it with other English work by having pupils give "one-minute talks" before the class, is here outlined. Also how through holding up before the class a high ideal of what constitutes a fine speaker and then meeting the pupil's halting efforts with sympathetic encouragement and constructive criticism, gratifying results were attained is the theme of this inspiring book.

Practical Drawing. By Harry William Temple, Teacher of Drawing, Crane Technical High School, Chicago. Formerly Teacher of Wood Work, Harrison Technical High School, Chicago. Cloth, 141 pages. Illustrated. \$1.50. D. C. Heath & Co. Boston, New York, Chicago.

The purpose of this book is to give pupils in the upper grades and in the junior high school facility in the reading and rendering of working drawings. The course as outlined by the author consists of several groups of theoretical and practical problems carefully selected, arranged progressively and presented simply and clearly. Definite information in the use of drawing instruments in the preparation of blue prints and in the construction of useful articles in cane and wood, together with sections on stenciling combine to make this work valuable both educationally and industrially.

A Community Arithmetic. By Brenelle Hunt, Principal of the Training School Department, State Normal School, Bridgewater, Mass. Cloth, 12mo, 277 pages, with illustrations. Price, 60 cents. American Book Company, New York, Cincinnati, and Chicago.

This book bridges the gap which has existed so long between the arithmetic taught in the schoolroom and the arithmetic demanded by the business activities of the community. It teaches the pupil how to apply what he has learned about fractions, tables of weights and measures, percentage, interest, etc., in various lines of factory work, office work, store or bank work. By presenting the lessons from the point of view of the people doing the work, the book succeeds in creating a real business atmosphere. The wage-earning problem most pupils must face has been kept clearly in mind by the author of this practical book, which is intended for use in upper grammar grades or in junior high schools.

Business English: Its Principles and Practices. By George Burton Hutchins, M. A., Professor of Business English in New York University School of Commerce, Accounts and Finance, and Celia Anne Drew, Ph. D., Instructor in English, Julia Richmond High School, New York, N. Y. 376 pages. Price, \$1.08. American Book Company, New York, Cincinnati, and Chicago.

No more fitting title could have been devised for this book than "Business English." It applies the traditional principles of English to the needs of the practical business world. Throughout, insistence is laid upon the fact that the function of business English is two-fold, that of expression and impression. The viewpoint of the recipient of business communications is kept continually in mind. Thus the pupil obtains valuable training in what might be called "the fourth dimension" of business, the amenities of business intercourse, good business policy and business manners. From the first lesson to the last he is taught how to go about securing favorable response from the reader who is receptive, indifferent or even antagonistic.

Every lesson is focused on actual business demands. Specific practice is given in the various kinds of work the

young people will have to do when they enter business life. For this purpose the illustrations and models are taken from the actual letters, circulars, and advertisements now used successfully by business houses.

The book also supplies information regarding office routine which will be very helpful to the beginner—the filing of correspondence; the proof-marking of business material for printing; some legal points involved in commercial correspondence; and abbreviations commonly used in business.

"The World Book." Organized Knowledge in Story and Picture. By Editor-in-Chief, M. V. O'Shea, Department of Education, University of Wisconsin. Editor, Ellsworth D. Foster, Author of Encyclopedia of Civil Government, and Editor George H. Locke, Librarian, Toronto Public Library. Assisted by one hundred and fifty distinguished scientists, educators, artists and leaders of thought in the United States and Canada. In eight volumes. Price \$33.50. Volume One, Buckram, 766 pages, illustrated. Hanson-Roach-Powder Company, Chicago, Kansas City New York.

The large task of incorporating from the world's knowledge all that is most interesting, illuminating and useful and presenting it in an orderly manner so that it can be comprehended, enjoyed and utilized alike by young and old has been well accomplished in "The World Book."

In the preparation of this unique publication, the needs of parents and teachers have been kept constantly in view. For their benefit, every subject of instruction in the elementary and high schools is discussed as are phases of educational development such as "The Montessori" and "The Gary" systems of education, "Vocational Guidance," "Surveys," etc. These are only some of the unique articles, features and topics which render "The World Book" different from all other publications and make it a most attractive library for teachers and students. Consulted daily, its use will emphasize the fact that it is not so much a question as to whether one can afford to own it as it is of whether one can afford to be without it.

"Truancy and Non-Attendance in the Chicago Schools." A Study of the Social Aspects of the Compulsory Education and Child Labor Legislation of Illinois. By Edith Abbott, Ph. D., and Sophonisba P. Breckinridge, Ph. D., members of the Faculty of the University of Chicago and of the Chicago School of Civics and Philanthropy. Authors of "The Delinquent Child in the Home." Cloth, 422 pages. Price, \$2.00 net. The University of Chicago Press, Chicago, Illinois.

The scope of this treatise is indicated by a glance at the "Table of Contents," which shows that while Part I is devoted to: Legal Principles; History of Compulsory Education Legislation in Illinois; Part II covers: "Present Conditions and Methods of Treatment" under which heading such topics are discussed as: "Extent of Truancy and Non-Attendance in Chicago"; "A Study of the Attendance Records of Nine Selected Schools"; "The Transfer System as a Factor in Non-Attendance"; "Non-Attendance at the Source"; "The Habitual Truant and the School Room Incurable"; "The Parental School"; "The Visiting Teacher as a Remedy for Truancy and Non-Attendance"; "The Special Problem of the Immigrant Child" and "The Need of Compulsory Education for Children Between Fourteen and Sixteen Years of Age."

The Communion Prayer Book. By a Sister of St. Joseph. Cloth, 240 pages, illustrated.

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The following testimonial regarding this little publication by Joseph G. Anderson, D. D., Vicar General and Auxiliary Bishop of Boston, speaks for itself:

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Longman's English Lessons. Fifth Year. By George J. Smith, Ph. D., Member of the Board of Examiners, Department of Education, the City of New York. Cloth, 114 pages. Published by Longmans, Green, and Co., Fourth Ave. and 30th St., New York, Prairie Ave. and 25th St., Chicago.

Longman's English Lessons. Sixth Year. Cloth, 118 pages, 30 cents. By the same author. Published by Longmans, Green, and Co., Fourth Ave. and 30th St., New York, Prairie Ave. and 25th St., Chicago.

Regarding these text books, the author says in the preface:

"In general, the plan I have followed is to combine with the writing of easy and interesting compositions, from the beginning, a progressive study of the sentence, leading both to correctness and effectiveness of expression. On the composition side I introduce narrative first. Description and exposition are, in the main, reserved for the sixth year work. Various types of these forms of composition are taken up in the natural order. The use and proper construction of paragraphs is studied as soon as practicable and eventually some notion of the careful planning of entire compositions is reached."

German Without Tears. An Elementary German Reading Book. Adapted from the French of Lady Bell. By A. H. Hutchinson. Book I, cloth, 64 pages, illustrated. Price, 24 cents net. Book II, cloth, 96 pages, illustrated. Price, 32 cents net. Book III, 126 pages, illustrated. Price 40 cents net. Edward Arnold, London, 41 and 43 Maddox Street, Bond Street, W. Received from Longmans, Green & Co. for review purposes, Fourth Ave. and 30th St., New York.

How Man Makes Markets. Talks on Commercial Geography. By William B. Werthner, Teacher of Geography, Steele High School, Dayton, Ohio. Cloth, 200 pages, illustrated. Price, 40 cents. The MacMillan Company, New York.

This contribution to "Every Child's Series" is especially valuable for supplementary reading purposes. It explains the value of harbors and highways of commerce in the development of towns. It also gives some interesting and illuminating information regarding certain products of commerce, such as soap, wool, nuts, oils, coal, cotton, woods, fruits, tobacco, corn and potatoes.

"A Lily of the Snow." Scenes from the life of St. Eulalia of Merida. By Mother F. A. Forbes. Paper, 45 pages. Price, 25 cents. The Encyclopedia Press, Inc., 23 East 41st St., New York.

This inspiring play, from the pen of one whose previous productions have met with deserved success, will be welcomed by all who are interested in school dramatics.

The scenes from the life of the child saint here depicted are arranged in dramatic sequence, culminating in her defiance of Diocletian's representative and her consequent martyrdom.

"The Way of the Cross." Its Origin, Nature, and Object. St. Alphonsus Liguori's and a Shorter Form of the Way of the Cross. By Rev. D. P. O'Brien. Paper, 44 pages. Price, 4 cents per copy or \$3.50 per 100. Published by D. B. Hansen and Sons, 2320 Lake St., Chicago, Ill.

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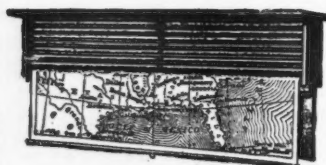
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SCHOOL HUMOR

Considerate as to Consequence.

A certain professor was giving his pupils a lecture on "Scotland and the Scots." "These hardy men," he said, "think nothing of swimming across the Tay three times every morning before breakfast."

Suddenly a loud burst of laughter came from the center of the hall, and the professor, amazed at the idea of any one daring to interrupt him in the middle of his lecture, angrily asked the offender what he meant by such conduct.

"I was just thinking, sir," replied the lad, "that the poor Scotch chaps would find themselves on the wrong side for their clothes when they landed!"

Line Busy.

A lady from Covington tried in vain to get the telephone, but other parties were using the line. The last time she heard one woman say:

"I have just put on a pan of beans for dinner."

She tried later, but the women were still talking. Exasperated, she broke in crisply:

"Madam, I smell your beans burning."

A horrified scream greeted this remark, and then she was able to put in her call.

Story Tellers.

"Do you find that set of books you bought interesting?"

"Not very," confessed the man who tries to improve himself.

"Do you regret your bargain?"

"A little. I'd feel better about it if the man who comes around to collect the cash were as good at telling funny yarns as the one who sold me the books."—London Titt-Bits.

Choses the Lesser of the Two.

A teacher was endeavoring to find out the proficiency of her little friends in mental arithmetic, and took the following method of ascertaining what she desired to know.

"Now, children," she said, "suppose I have two squash pies and divide one of them into ten pieces and the other into one hundred pieces, which would you rather have, a piece of the pie that was divided into ten pieces or of that cut into one hundred pieces?"

"There was an absolute hush for a moment, and then a little girl answered timidly: "One of the one hundred pieces."

"Why?"

"Well, please, ma'am, I don't like squash pie."

A Person of Importance.

Johnny had only just started school, and on the third morning he was late in getting up.

When he came home at the middle of the day his mother said:

"Weren't you late for school this morning?"

"O, no, mother!" exclaimed Johnny.

"Not late? Why, you didn't leave home till after 9! What were the other children doing when you got there?"

"They were just all still waiting till I got there!"

Encourages the Timid Student.

Professor of Chemistry—"If anything should go wrong with this experiment, we, and the laboratory with us, might be blown sky high! Come closer, gentlemen, so that you may be better able to follow me."

Up on a Phrase of the Times.

"Now, Henry, we will try these abbreviations. What is D. C.?"

"District of Columbia."

"And P. O.?"

"Post-office."

"Good! And M. P.?"

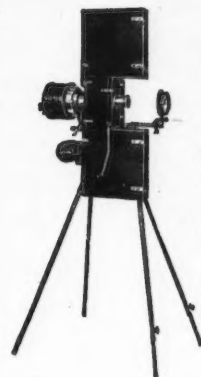
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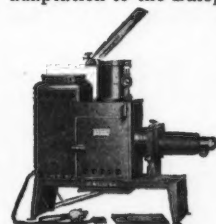
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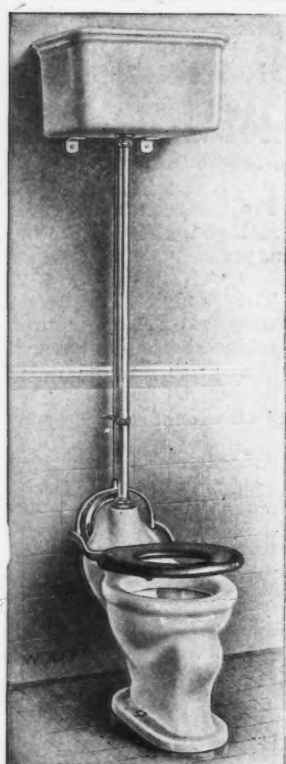
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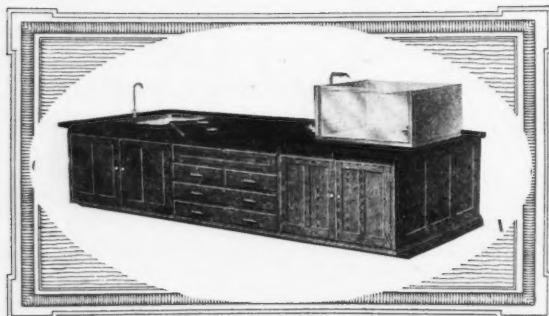
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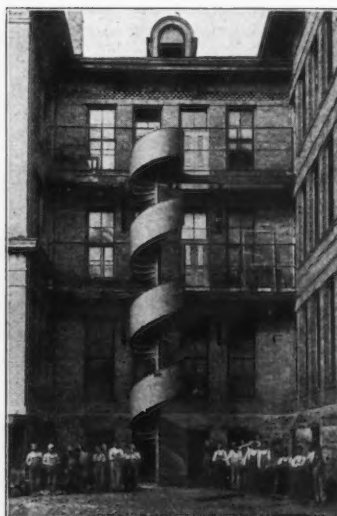
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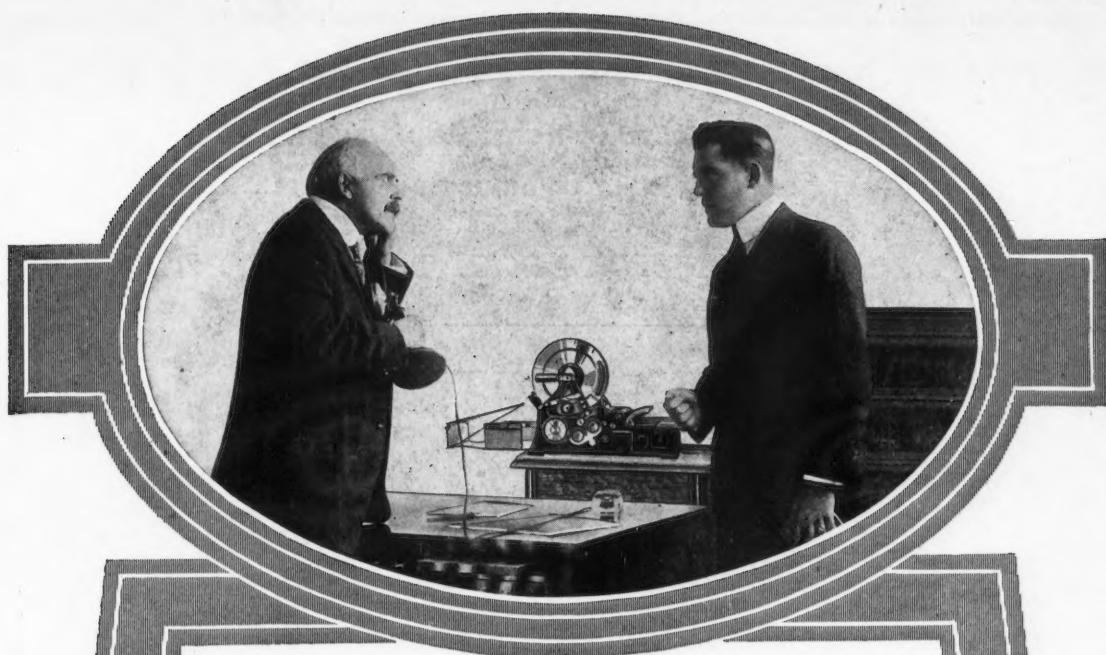
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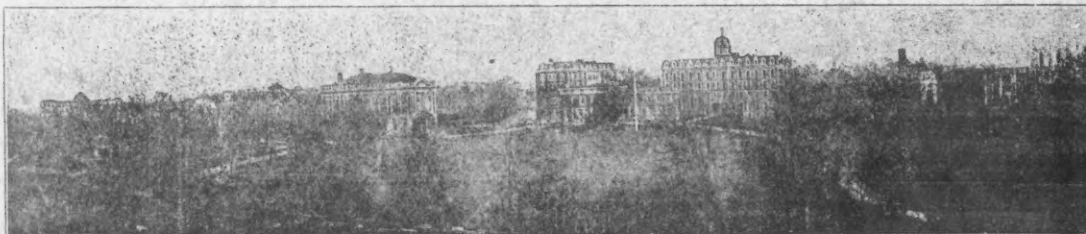
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